THE UNIVERSITY OF ALBERTA

Learning to Teach: The Lived-Experience of Four First Year Teachers

by

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Abstract

The purpose of this study was to search for a deeper understanding of the experience of being a first-year elementary school teacher. In order to uncover a deeper level of meaning of the experience, a phenomenological approach was used.

Four elementary school teachers from a large urban school district agreed to participate in the study. They provided the researcher with an initial written description of their experience and then participated in a taped interview in which the written descriptions were expanded upon and other salient experiences were described. The data were collected after completion of the first year teaching experience.

Each participant's experience was analyzed separately. The data was transcribed and broken down into meaning units. The meaning units from the individual protocols were paraphrased and then given descriptive themes. These themes were clustered in a first level abstraction. The themes that emerged from the individual first level clusterings were clustered once more in a second level of abstraction. This second order cluster of themes was then used as a basis for the description of the essential individual experiences during the first year of teaching. The analysis was taken back to each participant for verification and changes were made where necessary.

After the individual analyses, the second order clusters of themes for each individual were combined into a higher order clustering of common themes. The themes that emerged in this clustering were: (a) Orientation, (b) Sense of Responsibility, (c) Ability to Meet Orientation Goals, (d) Taking Control, (e) Need for Affiliation, (f) Finding Security, (g) Meeting Content and Process Needs, (h) Evaluation of Goal Success, (i) Search for Understanding, and (j) Change in Role Orientation. A schematic representation of the relationship of these themes was developed. These themes, the schematic representation, and the written synthesis of the essential themes common to the first year experience of the four teachers in this study, were taken back to the participants for verification.

The general discussion includes implications for the integration of preservice and inservice education of teachers, as well as recommendations for improving preservice training and recommendations for helping beginning teachers within their school systems.

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I. Orientation to the Phenomena

When I returned to University to work on a master's degree after teaching for 19 years, I hadn't anticipated the extensive contact I would have with undergraduate education students. While sitting in the lounge of the Education Building thinking how wonderful it was to be away from the hourly crises and time pressures of teaching, it was very interesting to overhear education students discussing how they could hardly wait to get out of university and into the "real world" of teaching. I wondered how well prepared they were for the experience. Was their training better than mine had been 20 years ago? They seemed so enthusiastic, but their enthusiasm appeared to be at a very idealistic level. They had great ideas, but had they any idea of how to implement these ideas in a classroom setting with 24-30 individual students and the time pressures involved? Their fresh approach and innovative ideas seemed to have the potential for moving education forward, but would they be swallowed by "the system"?

In getting to know several of these students, I became more aware of their expectations, concerns, hopes, and fears. After these students had completed their first practicum, I became even more aware of their expectations, role transitions, and educational concerns.

Although I had come to University to pursue my own interests and not become involved in other people's problems, I found myself drawn to these students. I felt that their enthusiasm and my experience were mutually beneficial in discussing concerns about teaching.

In working as a faculty consultant with students in their last eight-week practicum, I became even more aware of their difficulties in moving from theory to practice. During a luncheon for faculty consultants, the discussion turned to the various problems encountered by student teachers in their final practicum. In the midst of trying to provide solutions to some of those problems, one of the consultants asked, "What about the first year teachers? What happens to our students when they actually begin teaching? Who is helping them?" I was disturbed by these questions, and felt I must attempt to answer them.

After reflecting back on my own teaching experiences, I was impressed by the fact that I remember my career in two distinct sections -- a variety of students, teachers, and experiences that melt into a continuum; and "my first year" -- an entity both separate and distinct. What made the first year so memorable?

When I asked other teachers about their first year, I was amazed at how eager they were to tell me about their experience and how they too seemed to remember it as a distinct period with its own special qualities. Group discussions take on a quality of obstetrical reminiscence -- the bond of passage into the profession is felt. Anyone who has not gone through the experience could not possibly understand. Each experience is unique, yet an unstated commonality is felt. What parts of the experience form this common bond? By conducting a phenomenological study of how the first year of teaching is actually experienced by recent graduates, I hoped to develop a better understanding of the essential nature of the common experiences and feelings that underlie the individual incidents.

My focus was on how first year teachers experienced the implementation of their theoretical preconceptions and value orientations into actual classroom practice. The umbilical cord to the university has been cut and the novice teachers set out into the real world of teaching, full of enthusiasm and quite sure of what they expect it to be like. But how is the first year of teaching actually experienced by these novices?

II. Literature Review

A. The Social Situation

While teaching and learning happen continuously throughout life, being a real teacher implies working in a formal situation, which entails a variety of predetermined situations and responsibilities. Education students are prepared theoretically for their teaching role, but are they prepared for the social reality in which they must carry out this role?

In order to understand the first year teachers' experience of moving into the school, it is necessary to understand the world of the school as experienced by those already in it. This social structure of the school needs to be looked at from two perspectives -- that of the sociological structures that are indigenous to schools in general, and the ways in which these sociological structures are handled by particular school personnel. Both affect the first year teacher.

The Sociological Givens

School teaching is one of the few professions that deals almost exclusively with children (Lacey, 1977; Lortie, 1975). The teacher is in intimate daily contact with 30-odd immature, conscripted individuals who need to be molded into a cohesive group of willing learners (Lacey, 1977). However, a group setting for learning is very different from individual learning (Zeichner, 1983). A wealth of interpersonal relationships is present, and "the dynamism and quicksilver fluidity of these relationships need to be experienced to be believed; a fact of life that beginning teachers learn very quickly" (Lacey, 1977, p. 40). So much is happening at once that there is no time for the teacher to reflect (Zeichner, 1983). "Hundreds of decisions must be made every day for which the teacher is responsible and answerable" (Everett-Turner, 1985, p. 312).

The teacher carries out this responsibility in a classroom that is usually physically isolated from other classrooms (Fullan, 1982; Lortie, 1975). This cellular organization (Goodlad, Klein & Associates, 1974; Hrynyk, 1987; Lortie, 1975) often leads to feelings of psychological isolation (Goodman, 1987; Hammond, 1974/5; Hrynyk, 1987; Lacey, 1977; Zeichner, 1983). There is little opportunity to observe alternate procedures (Goodlad et al., 1974). It is no wonder that teachers need to reach their students (Lortie, 1975), that teaching behavior is indeed affected by student behavior (Zeichner, 1983), and that teachers look to their students for affirmation that they are indeed doing a good job (Goodman, 1987).

However, there are problems with using student assessment to evaluate teaching. Teachers, in general, have doubts about the value of their work with students (Lortie, 1975) because the learning process is often so transitory and invisible (Zeichner, 1983). There is a great deal of uncertainty in work assessment. Learning is a continuous process and the teacher can never be sure if learning occurred because of what happened in the classroom or because of other factors. Lortie also points out two concerns that teachers have with assessment in relation to time. What is taught today may not show an effect until later in life, but also what is taught today may have only a temporary effect on students.

How can first year teachers cope with self-evaluation in this type of situation? Doubt about the effectiveness of one's teaching can spoil the pleasure of teaching (Lortie, 1975). First year teachers are already filled with so many anxieties and concerns (Hammond, 1974/5) that this situation can only compound their concerns.

There is a tremendous difference between the ideals of education and what actually goes on in the classroom (Ryan et al., 1980). "Official statements of school objectives and the daily reality of classroom teaching are not the same thing" (Lortie, 1975, p, 110). How general curricular objectives are to be specified with a particular group of students is a concern for all teachers (Lortie, 1975). Lortie also argues that teachers have no technical culture or language to fall back on. Teaching is a very autonomous profession.

Unlike many other professionals, the first year teacher is expected to assume full responsibility from the beginning (Goodman, 1987; Lortie, 1975). It is often referred to as a sink-or-swim approach.

The Specific School Situation

Goodman (1987) found that new teachers do not understand the socially constructed nature of school life. They do not even recognize it as a factor to be considered. However, the way in which the sociological givens are handled within the specific school can have a tremendous impact on the first year teacher (Blakey et al., 1989; Goodman, 1987; Griffin & Hukill, 1983; Hogben & Lawson, 1984; Janssens, 1987; O'Neal & Hoffman, 1984; Zeichner, 1983). The individual characteristics of the school personnel and students, the physical structure of the school, the community expectations, as well as school board policy combine with the personal characteristics of the first year teacher to make each situation unique (Zeichner, 1983). However, Zeichner also points out that we must "go beyond each unique experience to develop generalizations which transcend the specific situations studied" (p. 34).

The induction year is a critical one (Goodman, 1987). It is often the most difficult period of a teacher's career (Fullan, 1982). No matter what the specific situation is, it is essential that the first year teacher feels accepted (Hogben & Lawson, 1984). Because of the uniqueness of each situation, the induction process needs to be schoolbased (Hogben & Lawson, 1984). Pigge and Lovett (1985) as well as Ryan et al. (1980) found that the levels of satisfaction that the first year teacher feels during the induction year tend to continue into later teaching. Also, positive reinforcement leads to job satisfaction (Pigge & Lovett, 1985).

B. What the Novice Brings

The novice teacher brings certain characteristics to the specific school situation which will in large part determine how the first year is experienced. When combined with the specific school situation, the novices' personal history, as well as their training and expectations of what school is going to be like, have a tremendous impact on teacher induction.

Personal History

The personal characteristics and life skills that the novice brings to teaching are extremely important (Zeichner, 1983). Because of the autonomous nature of teaching, learning about teaching is often limited to personal resources (Lortie, 1975). Boisvert (1983) found a relationship between self-awareness and facilitative teaching; however this often does not happen at the beginning of one's career. Both Janssens (1987) and Goodman (1987) found that many novice teachers are more concerned about their sense of self and the task at hand than about the pupils.

Classroom practice is more closely connected to self perceptions than specific acquired knowledge, and first year teachers learn about themselves through the actual teaching experience (Blakey et al., 1989).

First year teachers not only need to be able to make autonomous decisions within their own classrooms, they must also be able to negotiate their social position within the culture of the school (Hammond, 1974/5) as a teacher of students, a colleague, a subordinate, and a community member. Interpersonal relationships become very important (Wodlinger, 1986). There is a tremendous need to fit in (Everett-Turner, 1985), but to fit into a system that is geared to self-preservation (Goodlad et al., 1974) while attempting to initiate ideas they feel are beneficial to their students. Zeichner (1983) and Griffin and Hukill (1983) found that socialization into the school is bidirectional and that the amount of influence that a novice teacher can exert is dependent on the personal characteristics of the novice. Schutz (1970) states that the new member of the group must learn the folkways of the ingroup, but still keep personal identity. However, as Tardif (1984) points out, the severed view of one's public and private identities leads to a fragmented experiencing of the self. If self-awareness is necessary for good teaching, how can novice teachers cope with doing an effective job with students when they are also attempting to integrate themselves into a new social setting?

Lastly, novice teachers are seldom prepared to handle the physical and mental demands of teaching (Ryan et al., 1980), which compounds the problems and needs that will be discussed later.

Training

Many researchers, including Greene and Miklos (1987), Hrynyk (1987), and Lacey (1977), point to the discontinuity between training and the reality of teaching. Training is usually given as a preparation for teaching; however, as Hammond (1974/5) points out, it is the training after experience has revealed what is really needed that is the most beneficial. But this is often where novice teachers are left out. They have received four years of formal teacher training with little accompanying experience. Then, when they begin to experience teaching, they feel that their training has failed them.

Several researchers have pointed out the need for more practical experience during training (Hammond, 1974/5; Hogben & Lawson, 1984; Lortie, 1975). Boisvert (1983) called for more experientially based understanding. However, practical experience during training is perceived very differently from the actual experience of real teaching. To be a true teacher one must acquire a teacher perspective (Evans & Tribble, 1986; Everett-Turner, 1985; Ryan et al., 1980) and learn to interpret what is seen and heard through this perspective (Lacey, 1977). This is impossible when one is looking at the practical experience of teaching from the perspective of a student -- the only perspective available until the individual actually has a real teaching position. It is often this transition in perspective that is so traumatic to first year teachers. Reality shock sets in with a bang (Boisvert, 1983; Ryan et al., 1980; Wodlinger, 1986).

Expectations

Both personal history and training lead the individual to have certain expectations about what teaching will be like. The expectations that the first year teacher brings to the school will increase or reduce the reality shock that is experienced.

Teaching is the only profession that appears to have a 16 year apprenticeship period (Lortie, 1975). However, this is far from true. While students may unconsciously assimilate what teaching "is" (Hogben & Lawson, 1984; Lortie, 1975; Ryan et al., 1980) during their lives as students, they have many misconceptions about what teaching is really like as it is lived. First year teachers are not prepared for the inner world of teaching; they do not find the tasks unexpected, but harder and more taxing to carry out than they had anticipated (Lortie, 1975; Odell, 1988; Ryan et al., 1980).

Prospective teachers are often drawn to the profession because they valued their experiences as a student. (Lortie, 1975). These teachers may enter the profession with the expectation that their students will also enjoy school and see value in learning, as long as a stimulating environment is provided. It can be a shock to discover that many students and parents do not place the same value on education that they, as teachers, do.

C. Problems of First Year Teachers

Although personal characteristics combine with the social structure of the particular school in unique ways, there are several problems that have been identified as common to most first year teachers. These problems can be divided into the following general areas: (a) the struggle for control, (b) time, (c) teacher as stranger, (d) idealistic vs realistic, and (e) personal concerns. These problem areas are interwoven-by an underlying theme of interpersonal concerns.

Struggle for Control

Lack of control is often cited as a major cause of stress in the workplace (Sehnert, 1981). This can be especially true for first year teachers because they are placed in a position of suddenly being responsible and accountable for what happens in their classrooms. They must be in control of their students, the curriculum, time, administrative paperwork, and interpersonal relationships. They must also be in control of themselves.

Classroom management is often cited as the major problem of first year teachers (Hammond, 1974/5; Hogben & Lawson, 1984; Ryan et al., 1980). Hogben and Lawson (1984) describe one first year teacher as feeling that "until groups were effectively managed he saw little point in experimenting with teaching methodologies" (p. 152). Difficulty with classroom management often leads to a perceived lack of control, which in turn leads to discipline problems (Lacey, 1977; Ratsoy, McEwan & Caldwell, 1979; Wodlinger, 1986).

First year teachers often try to solve their struggle for control by moving from their liberal ideals to a more traditional teaching approach (Lacey, 1977). They are often rigid and formal at first (Everett-Turner, 1985), and often spend hours overplanning to try to compensate for their feelings of inadequacy (Lacey, 1977). They become managers of predetermined programs (Goodman, 1987; O'Neal & Hoffman, 1984) rather than attempting innovative strategies.

They often know what they want to teach, but can't see how to do it (Goodman, 1987). They become filled with uncertainty, doubt, tension (Lacey, 1977), fear, anxiety, and feelings of isolation (Fullan, 1982), often focusing on deficit needs rather than growth needs (Tardif, 1984). They often focus on solving what they perceive to be the immediate problem (Everett-Turner, 1985; Goodman, 1987; Hammond, 1974/5) with little search for alternatives (Goodman, 1987). Survival (Goodman, 1987) and acceptance

(Lacey, 1977) often become the prime concerns of first year teachers.

Time

Time can be seen as a frustrating monster that the first year teacher must struggle against in order to gain control. There is never enough time (Goodman, 1987). First year teachers are often overwhelmed by simply meeting minimum requirements (Goodman, 1987). Even when they know what should be done, they are often too physically exhausted to do it (Everett-Turner, 1985; Ryan et al. 1980). This fatigue can lead to depression (Ryan et al., 1980), which compounds the problems already present.

Organizing time efficiently is very difficult for first year teachers (Everett-Turner, 1985; Odell, 1988; Ratsoy et al., 1979; Wodlinger, 1986) because of the multiple demands made on the time available (Everett-Turner, 1985). New teachers feel that they cannot afford to take time away from planning to attend inservices (Everett-Turner, 1985) even though these inservices may be invaluable.

First year teachers also have difficulty with time in relation to actual planning. Besides selecting what to teach, they are often not sure when to teach it or for how long (O'Neal & Hoffman, 1984). Moving through unknown territory contributes greatly to problems of time. After interviewing veteran teachers implementing a new reading program, Werner (1988) quoted from one teacher's experience:

> Implementation requires time to become familiar with the variety of materials that are available, how to apply them in your classroom, getting into the habit of using things that you haven't used before, and seeing whether they would be suitable. This takes time. (p. 90)

First year teachers are in the position of implementing everything for the first time. Being totally new to the profession compounds the problems of time.

Teacher as Stranger

Moving into a new life world with the accompanying necessary shift in perspective can lead one to feel like a stranger, with the accompanying sense of not fitting in or belonging (Schutz, 1970). This feeling often comes as a surprise to first year teachers. They expected that school would be more like what they experienced as a student, and they are often unprepared for this shift in perspective (Lacey, 1977). Learning to interpret what is seen and heard from the perspective of a teacher often feels alien and strange.

Goodlad et al.(1974) describe the school as a "self-contained social system with its own unique ways of functioning" (p. *iii*) and suggest that change is perceived as threatening because it may upset the safety of familiar patterns. However, Schutz (1970) states that "the stranger in the state of transition does not consider this pattern as a protective shelter at all, but as a labyrinth in which he has lost all sense of bearing" (p. 94).

First year teachers must enter a subjective process of socialization into the school system (Lortie, 1975) by making a constant flow of choices (Lacey, 1977). The first year teacher has little experience on which to base these choices and must often rely on personal resources (Lortie, 1975).

Curriculum choices are also difficult. Until individual teachers have experienced how specific choices work in their particular situation, they are often at a loss in making the "right" decisions.

Idealistic vs Realistic

The first year teacher soon finds out that ideal goals are not feasible (Lortie, 1975). Conflicts often arise between curriculum requirements and time schedules on the one hand and the desire to educate on the other (Goodman, 1987; Lortie, 1975). Institutional or policy restraints may prevent the implementation of new strategies that the first year teacher feels would be worthwhile (O'Neal & Hoffman, 1984; Zeichner, 1983). Often there are inadequate supplies (Everett-Turner, 1985). The reality of motivating students, evaluating learner needs, and accommodating individual differences is not the same as described in education courses (Ratsoy et al., 1979; Wodlinger, 1986). The first year teacher does not have enough time, alternate strategies, or background to deal with the enormously complex task of actually implementing everything that should be done. Also, the first year teacher often cannot distinguish between actual and ideal choices (Boisvert, 1983); this comes with experience -- something first year teachers can only gain by actually teaching.

Personal Concerns

The personal and professional needs of first year teachers cannot be separated (Hammond, 1974/5; Ryan et al., 1980; Zeichner, 1983). Developing a new self-concept as teacher (Boisvert, 1983) often must be combined with changes in personal circumstances -- moving away from home, filling personal time with school related activities, as well as feeling tense and doubtful about one's new life style. Financial concerns can also have a strong influence on first year teachers (Hammond, 1974/5). Fatigue and exhaustion coupled with tension and doubt often lead to health problems (Lacey, 1977).

D. Needs of First Year Teachers

It should now be apparent that first year teachers have several personal needs during their induction into teaching. They have a need to be accepted (Lacey, 1977) personally and professionally by students, parents, and school personnel. They need to feel part of a team (Blakey et al., 1989).

They need practical experience (Hammond, 1974/5; Hogben & Lawson, 1984; Lortie, 1975), a need that present training programs continually address but seem unable to resolve. They need positive reactions from their students (Goodman, 1987). They need to develop a teacher perspective (Evans & Tribble, 1986; Everett-Turner, 1985; Lacey, 1977; Ryan et al., 1980). This can only happen through actual teaching.

They need (like all teachers) formative, supportive coaching (Mireau, 1986) based on information, encouragement, understanding, and guidance (Hammond, 1974/5). They need to be observed by others in a non-evaluative manner (Hammond, 1974/5). They thrive on helpful encouragement and recognition for a job well done (Mireau, 1986).

Lastly they need time (Goodman, 1987) -- time to plan, time to reflect, personal time, and time to grow into their new life world.

E. Where do They Get Their Support?

Although first year teachers (and other teachers as well) get most of their support, often their sole support, from peers, the cellular, autonomous nature of schools does not enhance peer interaction.

Lortie (1975) found that all teachers rate informal peer exchanges above official systems of supervision. However, he also cautioned that teachers are selective of what they adopt from others. Teachers stress that it must work "for me".

Goodman (1987) found peer support to be extremely important to first year teachers. It is critical to their emotional survival (O'Neal & Hoffman, 1984).

Several other researchers (Blakey et al., 1989; Griffin & Hukill, 1983; Hammond, 1974/5; Lacey, 1977; Lortie, 1975; Pigge & Lovett, 1985) found that first year teachers turn to an experienced colleague, especially one at their same grade level, as a mentor. Both Seller (1988) and Lesnik (1987) highly recommend peer supervision and peer coaching programs that they have seen implemented in schools. Who can know better what teaching is like than a teacher? These programs work well for teachers in general, however first year teachers need special care. They often receive limited support in the early months (Lortie, 1975) when they most need it, possibly because they do not make their needs known or in fact may not even be aware of what their needs are. They are also trying to feel their way in a new setting in which they are not yet comfortable. Blakey et al. (1989) found that first year teachers are afraid to ask for help because they feel that they have nothing to give in return, while veteran teachers may be willing to help, but don't want to interfere.

F. Implementation Concerns for All Teachers

Teachers see themselves as the active ingredient for student learning. They believe that teaching a lesson to their class is their most important function (Lortie, 1975).

Instruction (to pile information in) rather than education (to draw information out) seems to be their primary goal. Teachers resent time spent on tasks that they do not perceive to be related to teaching (Fullan, 1982; Lortie, 1975). Innovations such as discovery learning, cooperative learning groups, social skills training, and problem-solving activities are often not valued by teachers because these programs stress learning processes rather than content. After all, content is what is tested.

Fullan (1982), Lortie (1975) and Zeichner (1983) believe that the problems first year teachers encounter in trying to implement educational programs are not specific to first year teachers alone. They believe that problems of implementation and change are closely related to the actual lived conditions within schools.

Lortie (1975) concluded that recruitment of teachers, socialization into the school, and the system of work rewards contribute to three dominant themes in the education profession -- conservatism, individualism, and presentism. These themes are not conducive to the implementation of new programs, especially those promoting the process skills involved in education. The system is geared to self-preservation (Goodlad et al., 1974). However, many educational researchers including Fullan (1982), Goodlad et al. (1974), and Schlosser (1976) have stressed the need for changes in the educational system to complement the needs of our changing society.

Goodlad et al.(1974) suggest that educational changes endorsed by Departments of Education, school boards, education professors, and others outside the actual lived world of the school appear to upset the clearly defined roles for students, teachers, and administrators, and are often seen as threatening. A greater understanding of the lived subjective reality within the school is essential for change to be effectively introduced. Fullan (1982) points out that the ways in which "these subjective realities are addressed or ignored is crucial for whether potential changes become meaningful at the level of individual use and effectiveness" (p. 35).

Blase and Pajak (1986) concluded that the overwhelming workload of teachers can produce the following feelings: anger, frustration, resentment, stress, panic, guilt, failure, exhaustion, over-extension, anxiety, fatalism, a sense of being trapped, and feeling on the verge of collapse. No wonder teachers are often opposed to anything that they feel will increase their workload. Fullan (1982) found that teachers are often more concerned about how a new program will affect them personally in terms of time and workload than they are about the supposed goals and benefits of the program. The teacher must believe that the benefits at least equal the costs of implementation before being open to change. Teachers often do not see benefits in programs that stress learning processes because they take time away from content teaching.

The autonomous nature of teaching and the lack of concrete models (Lortie, 1975) prevent teachers from observing new educational programs in practice, let alone participating in them personally (Goodlad et al., 1974). Suggested changes are often unclear as to what they mean in practice (Fullan, 1982). Also because of isolation, teachers who have innovative ideas may feel that no one else is interested (Fullan, 1982).

The workload of teaching leaves little time for reflection on teaching practices, either individually or collectively (Fullan, 1982; Lortie, 1975; Torney-Purta, 1985). Teachers are often so busy teaching content for exams that they have little time left for teaching students how to learn. Teachers seem to value content, or end product, more than the process skills necessary to get to that end.

Even if teachers do believe that educational benefits will occur from implementing a new program, "preoccupation with the content of proposed change [results] in neglect of the interpersonal and conceptual/organizational aspects of planning for change which turns out to be the most potent barrier to progress" (Fullan, 1982, p. 95). Teachers do not internalize the full meaning of a program before being on their own with the ideas (Goodlad et al., 1974). Teachers often believe that they have changed, but may have only assimilated the superficial trappings of the new program (Fullan, 1982). The findings of Goodlad et al. (1974) confirm that teachers often believe they are carrying out programs in the ways they were intended. However, observation of these teachers does not support such beliefs. Content invariably becomes the primary focus. What is needed, according to Fullan (1982, p. 107), is "*implementation-level participation* in which decisions are made about what does work and what does not" in actual educational practice.

If this is the world that novice teachers are moving into, no wonder it is so difficult for them to deal with program implementation. "Instead of putting the new to the test of fire, we should be fostering it with tender, loving care" (Goodlad et al., 1974, p. 104).

G. Theory and Practice - What is the Relationship?

Researchers often deal with the transition from educational theory to educational practice as if it were a natural progression - first you learn it, then you do it. This assumption leads to many difficulties. Researchers and educators look for better ways to teach theoretical concepts in order to help teachers develop more effective practical skills. Unless theory and practice are seen as two coexisting parts of a whole, progress will be limited.

The Theory/Practice Blend

Theory deals with general, abstract principles; practice deals with the subjective reality of individuals. There is seldom a smooth transition between the two. What 'should be' and what 'actually is in reality' may often seem incompatible. The "real crunch comes in the *relationships* between" theory and practice (Fullan, 1982, p. 35).

Boberg (1985) concludes that difficulties with the integration of educational theory and practice often arise from: (a) the lack of socialization into the profession, (b) the belief that training ends after the practicum program, and (c) a lack of understanding of the school organization and the people in it.

The need for ongoing educational training and time for reflection on educational issues cannot be overemphasized. As Dueck (1982, p. 82) points out, "the theory-practice blend is greater than its separate parts. Each is enhanced, explained, critiqued and given life in the light of the other."

Roberts (1985) sees the blend of theory and practice as a metacognitive issue -- it isn't how much a person has of one or the other, but how the person is able to integrate the knowledge from both areas.

Dueck (1982, p. 80) states that "the understanding and ability to blend theory and practice is directly related to the professional maturity of the individual," -- a maturity that first year teachers cannot possibly have. Theoretical and practical knowledge of teaching and learning imparted at the university, no matter how well thought out and planned, can never replace subjective practical experience. Developing a background of personal teaching experience takes time. "Practical conceptual formulations can only be developed through experience and reflection" (Fullan, 1982, p. 95).

Uncertain Practical Problems

Yinger (1983, p. 62) points out that "teachers are faced daily with questions and problems about 'what to do', situations quite different from the 'what if' of theoretical questions and problems." He also points out that the theoretical language used to educate new teachers about teaching is very different from the "language of practice" that they must use to solve their daily practical problems. This language cannot be learned until the person actually engages in teaching.

Yinger (1983) sees teaching as filled with uncertain practical problems. "An uncertain practical problem, unlike a procedural problem, is so bound up in complexity and uncertainty that rules and techniques cannot guarantee a solution" (p. 64). Yinger also lists Reid's (1979) six characteristics of uncertain practical problems:

1. They are questions that have to be answered - even if the answer is to decide to do nothing.
2. Grounds on which decisions should be made are uncertain.
3. We always have to take some existing state of affairs into account.
4. Each question is in some way unique, belonging

> to a specific time and context, the particulars of which we can never exhaustively describe.
>
> 5. Our question will certainly compel us to adjudicate between competing goals and values.
> 6. We can never predict the outcome of the particular solution we choose, less know what the outcome would have been had we made a different choice. (p. 63)

First year teachers not only aren't prepared to handle these kinds of problems, they are often not aware that these kinds of problems are different from the theoretical procedural problems that they encountered during teacher training. Not being able to come up with the "right" solution often leads to feelings of frustration and incompetence.

As Yinger (1983, p. 82) points out, experienced teachers "are able to effectively draw upon and orchestrate a tremendous body of knowledge using skills that are uniquely suitable for the problem at hand." The only way that this can be accomplished is through personal experience with the practical problems of teaching.

First year teachers need time to personally experience what it is like to be a teacher before they can have the professional maturity to holistically integrate educational theories with actual classroom practice. This may be one reason why they often feel that their university training failed them. They do not understand the need for personal experience to make theory meaningful until well into their first year or later.

H. Rationale for this Study

Support for a Phenomenological Approach

Several educational researchers have pointed out a need for phenomenological research into the experiences of first year teachers as well as into education in general.

Denton (1974, p. 109) has stated that "the locus for understanding a world is from within that world." If we are to truly develop a deeper understanding of what it is to be a teacher, the meaning "will be obtained from the teacher in her world with others, not from some a priori law, even a probabalistic one" (Denton, 1974, p. 102).

Ryan et al. (1980) and Lortie (1975) have emphasized the tremendous difference between observing and learning about teaching, and actually doing teaching. If we are going to find out what the actual doing is really like, we must look at the actual lived experiences of teachers as it is expressed to the researcher through their subjective realities. Observations of teacher behaviors do not get at what the teacher is subjectively experiencing. As Colaizzi (1978b) has pointed out, "if only observable, duplicable and measurable definitions have psychological validity, then a crucial dimension of the content of human psychological existence, namely, experience, is eliminated from the study of human psychology" (p. 51).

Zeichner (1983) has cited McDonald (1980), who shows concern that "very little is known about the actual dynamics of this transition [beginning teacher] in terms of the details of what it is like and how teachers go through it" (p. 42). Fullan (1982), throughout his book, has emphasized the need for a deeper understanding of the subjective lived experience of teachers:

> An understanding of teachers will clearly generate ideas for those in whatever role who deal with teachers. The message to everyone outside the role under review is: *Understand the subjective world - the phenomenology - of the role incumbents as a necessary precondition for engaging in any change effort with them.* (p. 120)

How this Study Can Contribute

There is considerable consensus in the literature as to the surface needs of first year teachers. My question -- What is the experience of being a first year teacher like? -- is not new, but a phenomenological approach to this question is needed to develop a deeper understanding of the subjective reality of the experience. Even though several researchers and educators have expressed a need for such studies, they are almost non-existent. Many excellent qualitative studies have been done; however, there is lack of phenomenological depth. Also, while several of the studies that I have reviewed emphasize how teacher education programs should be improved to help meet the needs of beginning teachers, few studies consider how the school personnel can help the novice. In this study, I have explored how the school (~~the new~~ lived world of the first year teacher) can help or hinder the novice's transition into the teaching profession.

III. Methodological Considerations

In this chapter I will discuss the underlying philosophical differences between natural and human science and then provide a more detailed description of phenomenological research considerations.

A. Philosophical Foundations

The quest for knowledge is a natural part of human existence. The number of things that man feels compelled to explore as well as the variety of reasons for this exploration lead to diverse methods of searching. In the quest for knowledge, the searcher must use the method that can best lead to the desired end for that particular search. The combination of knowledge gained by a variety of different methods can only lead to a wider base of knowing.

Research is a specialized kind of search. Here we look more closely, or re-search, things that may have so far only received a cursory glance. The way we re-search must be determined by what it is we are looking for. In this chapter I will compare the underlying philosophical assumptions that form the basis for natural science research and phenomenological human science research and discuss why certain types of questions and methods of searching fit one method better than the other.

Goals

The aim of the natural scientist is to explain happenings in the world in order to be able to predict future events and thus be able to control them. This aim reflects the "natural attitude" described by Jennings (1986):

> [The natural attitude] assumes the material existence of the surrounding environment, that the world operates according to the laws of physical causation; that there is a history behind all these events, and that belief in the true existence of these things is shared by other people. (p. 1237)

The natural scientist searches for solutions by asking "Why does this happen?"

Phenomenologists aim for a deeper understanding of pre-reflective experience. They seek to uncover the meaning of experience at an existential level. They assume that meaning lies beneath natural scientific inquiry and in order to reach phenomenological insight one must suspend the natural attitude and look directly to the things themselves (Merleau-Ponty, 1986). Phenomenology searches for the essences of phenomena, for meaning. By asking "What is it like?" it also asks "How is it unlike other experiences?" "What is it that makes this experience different?"

Because these two methods have very different goals, they search the world from two very different perspectives. The following sections will compare the underlying philosophical assumptions that determine the way in which these quests for knowledge are carried out.

Confirmation vs Exploration

The natural scientist and the phenomenologist begin their search in very different ways.

The natural scientist tries to become an expert in a particular area by focusing on the research that has already been done. The researcher attempts to clarify discrepencies or fill in gaps in the available research, and thus support or refute existing theories. The natural scientist develops an hypothesis about a particular happening and then searches for confirmation of his ideas. In order to avoid research bias, the actual process used is an attempt to disconfirm what the researcher believes to be true.

By rigorously following the scientific method, the natural scientist attempts to make his search easily replicable by others. Because the natural scientist is testing his theories of natural laws, replication is important. If the same results cannot be found in other studies, there is no basis for assuming that this event will happen again, and thus no basis for prediction. By this process, the natural scientist believes that eventually all the facts in nature could be known and all events could be comprehensively explained.

The phenomenologist attempts to make us "thoughtfully aware of the consequential in the inconsequential, the significant in the taken-for-granted" (van Manen, 1984, p. 36). Phenomenology is an attempt to uncover, to get to the essence of experience, to discover it as it is lived through before being covered by theories and hypotheses.

Thus, the phenomenologist begins by choosing a human experience to explore in order to attain a deeper, pre-theoretical understanding. Before beginning the re-search, the phenomenologist attempts to bracket anything that is presupposed about the phenomenon. Bracketing is the attempt to set aside anything that the researcher believes to be true about the phenomenon, as well as the natural attitude, in order to reduce the preconceived biases that are present about the phenomenon. This is an ongoing process that continues throughout the research.

Only then can the process of exploration take place where the researcher searches for examples of the experience-as-lived, not reflected upon, searching openly for what the data has to offer. The phenomenologist's search is never-ending. There is no assumption that the "right" answer can be found or that there is an end to what can be known.

Dualism vs Coconstitutionality

The natural scientist views the world from a dualistic perspective. The world is seen as being filled with discrete objects that can have a cause-and-effect relationship upon each other. This causal relationship is the basis for natural science research. The natural scientist seeks to explain the laws of causation. By better understanding these laws, the natural scientist hopes to be able to predict occurrences and possibly change results by manipulating the causal agents.

The phenomenologist views the world as coconstitutional. People and things have an interrelated connectedness in the life-world. "It is each individual's existence that gives his or her world its meaning. Without a person to reveal its sense and meaning, the world would not exist as it does" (Valle & King, 1978, p. 8). There is total interdependency in the dialogal relationship of coconstitutionality (Valle & King, 1978). Thus, relationships rather than causes become the basis of phenomenological research. A deeper understanding of the lived-experience of coconstitutional relationships is the aim of the phenomenologist's search.

Reductionistic vs Holistic

Because the natural scientist believes in the discreteness of objects and their causal relationship, an attempt is made to isolate the particular objects or variables under study from other variables that may confound the results. The natural scientist usually conducts experiments in a laboratory where it may be easier to isolate the objects of the search from other objects in which the researcher has no interest at the time. The researcher also takes a detached stance from what is being observed in order to be as objective as possible. The object being examined is operationally defined in order to try to eliminate any subjective interpretation of what is happening, and in order to help others avoid subjective interpretation as well. Manipulation and control of the variables form the method by which the researcher attempts to identify the cause and effect relationship which is then described in terms of natural law or theory.

The phenomenologist experiences the world holistically. Because of the concept of coconstitutionality, it becomes impossible to separate the subject from the object -- the subjective from the objective. The phenomenologist studies phenomena as experienced in the life-world. "This is the world as lived by the person and not the external entity separate from or independent from him" (Valle & King, 1978 p. 10). The phenomenologist searches for examples of a particular phenomenon and "tries to give a direct description of our experience as it is, without taking account of its psychological origin and the causal explanations [of the] scientist" (Merleau-Ponty, 1986, p. *vii*). The phenomenologist looks closely at subjective reality as it is lived. "All my knowledge of the world, even my scientific knowledge, is gained from my own particular point of view, or from some experience of the world without which the symbols of science would be meaningless" (Merleau-Ponty, 1986, p. *viii*).

Observable vs Experiential

Natural science is the science of observation. It assumes that only that which is objectively observable can be rigorously studied. By objectively defining what is being observed, others should be able to see the same results and be able to replicate the event at other times and in other places. If replication of what is observed is not possible, then the event is not generalizable and therefore does not fit with the aim of prediction. Observations that cannot be replicated do not fall within the paradigm of natural science.

Buytendijk has called phenomenology the science of examples (van Manen, 1984). Phenomenologists search for examples of everyday common experience. They assume that each experience is individual and will not be factually replicable, but may be meaningfully replicable. Furthermore, people involved together within shared situations will not have the same experience because they always bring their own subjective reality to each experiential context. However, there are certain underlying, essential meanings that allow an experience to be called what it is, and it is this underlying deep structure of intersubjective reality that phenomenologists search for.

Natural science observes the behavior of variables; human science seeks to understand the variability of behavior (Frender, 1988).

Breadth vs Depth

Natural science and phenomenology have different scopes in their searching. Packer (1985, p. 1091) explains the difference between natural science and human science as "a little like the difference between a map of a city and an account of that city by someone who lives in it and walks its streets."

The natural scientist is looking for general principles, natural laws that are generalizable. Thus, the more examples that can be produced of the phenomenon under study, the higher the probability of confirming or disconfirming a priori hypotheses of causal relations. Sample size is an important influence upon the reliability of empirical findings.

The phenomenologist searches for the deep structure or essential characteristics of particular experiences. Everyone's experienced life-world is different; however, "objectivity and verification do not rest on value neutrality, but rest instead on interpersonal consensuality and intrapersonal redundency" (Bixenstine, 1976, p. 51).

Thus, phenomenologists search for deep structures of experience which are empathically generalizable. "Phenomenology always addresses any phenomenon as *a possible human experience*; this is why phenomenological descriptions have a universal (intersubjective) character" (van Manen, 1984, p. 52).

B. Phenomenological Considerations

The phenomenological approach to research, unlike the natural scientific method, does not have a specific set of techniques to follow. Phenomenology is often referred to as an attitude or particular orientation toward the world rather than a method or technique. As van Manen (1984, p. 37) states, "phenomenology aims to come to a deeper understanding of the nature or meaning of our everyday experience." Thus, the actual structure, or research design, depends on the particular experience being researched. It avoids creating a 'Procrustean bed' that may force the data to fit the method.

While natural scientists are also aware of choosing the method that will best fit their research question, there are many questions that do not fit into the natural science paradigm. At times, natural scientists create a methodological Procrustean bed by attempting to assess the rigor of phenomenological research by using natural science criteria. Just as phenomenological questions cannot be answered with natural scientific methodolcgy, so phenomenological methodology cannot fit the natural science paradigm for rigor. If it did, it could not inquire into the phenomenological questions that were the purpose for its creation.

Thus, phenomenologists create a methodology that uniquely suits the illumination of a particular phenomenon. The methodological considerations discussed in the following sections must be kept in mind throughout the research process if the researcher is to keep a clear focus on the 'what is it like?' quality of the phenomenon and remain true to the phenomenological question. "In qualitative human science, reliability cannot be separated from validity since it has no other intention than to bring *what* is being studied into focus in its essential meaning" (Wertz, 1986, p. 200).

Orientation

Phenomenologists always orient their research toward the life-world; to the world of lived experience. They want to develop a deeper understanding of what a particular experience or phenomenon is like as experienced by individuals. They attempt to uncover the taken-for-granted quality of experience. "This taken-for-grantedness is one of the chief features of experience that the researcher seeks to elucidate. The researcher seeks to make the implicit, the tacit, explicitly available for collective rational examination" (Salner, 1986, p. 125). Therefore, particular variables are not isolated and predefined. Rather, the phenomenologist searches openly for examples of the phenomenon being studied as they are pre-reflectively experienced, as they are lived through rather than theorized about.

Bracketing Presuppositions: The Reduction

The phenomenologist must approach the research question openly, suspending all theoretical constructions and presuppositions that would constrict exploration of the experience. As Colaizzi (1978b, p. 67) states, "we allow what we see to teach us to comprehend the seen as opposed to forcing our comprehension of the seen to determine our seeing." In order to keep this openness to the phenomenon, the phenomenologist must be constantly aware of suspending presuppositions or previous knowledge of the phenomenon through a continual process of bracketing. In bracketing, the researcher attempts to set aside values, prejudices, expectations, and theoretical knowledge about the phenomenon in order to be able to see the essential meaning that underlies all of these preconceptions.

Phenomenologists need to become aware of the theoretical conceptions and assumptions they hold about the phenomenon in question. As is true in any scientific investigation, the researcher "has to persuade others that his/her research practices and the words used to describe and interpret them are defensible" (Osborne, 1989, p. 12). In order to reduce biased interpretation of the phenomenon, implicit as well as explicit assumptions must be articulated. As certain presuppositions are identified and bracketed in an attempt to reach an objective description of the experience, other presuppositions may begin to surface. Since explicit awareness of all presuppositions is impossible, complete bracketing and thus complete objectivity is impossible. "The most important lesson which the reduction teaches us is the impossibility of a complete reduction" (Merleau-Ponty, 1986, p. *xiv*).

The type of objectivity that the phenomenologist is attempting to achieve is clearly described by Colaizzi (1978b):

> When someone is said to be objective, it means that his statements faithfully express what stands before him, whatever may be the phenomenon that he is present to; *objectivity is fidelity to phenomena*. It is a refusal to tell the phenomenon what it is, but a respectful listening to what the phenomenon speaks of itself. (p. 52)

Data Sources

Once the research phenomenon is clearly focused in the researcher's mind and as many presuppositions as possible are bracketed, the researcher looks for examples of the phenomenon in the everyday world of human experience. As Denton (1974, p. 109) states, "the focus for understanding a world is from within that world."

Wertz (1984) describes the selection of data sources in the following way:

> A dialectical movement occurs in which the research interests, the eidetic sense of the phenomenon, and the possibilities of its manifestation in the lived

> world co-determine the subjects, situations, and data which will be most valuable to the researcher. (p. 35)

While a variety of data sources are available for phenomenological illumination (personal experience, etymological sources, idiomatic phrases, experiential descriptions from subjects, experiential descriptions in literature are examples cited by van Manen, 1984), one of the most frequently used methods of data collection is the interviewing of people who have experience with the phenomenon. Thus, the interviewing process is of prime concern to the phenomenologist.

Phenomenological Interview Approach

The phenomenologist must select the interviewees carefully. The interviewees are not called "subjects" as they are in natural science research where the assumption is made that the subject and the object of the research are discrete entities. Rather, the term co-researcher, or participant is often used. The implication here is that the interviewees become actively involved in the illumination of the experience. Thus, the criteria for selecting interviewees become: (a) that they have salient lived-experience of the phenomenon under investigation, and (b) that they are willing to struggle with verbally describing their experience (Becker, 1986).

Because the researcher is attempting to approach the experience in as unbiased a way as possible, there is no set of predetermined questions to be asked. As Wertz (1986) states:

> The role of the researcher is strictly and only to set the problem, point to the area of interest, but not to presuppose or dictate any meaning for the participant(s)....The researcher does not want opinions, explanations, or theories about the phenomenon but examples of its originally being lived through.(p. 196)

In order to do this, the researcher must be receptive to whatever examples the interviewee presents. The interviewer must also ask questions that keep the interview on the level of lived-experience, avoiding theoretical explanations and conjectures. "The 'right' atmosphere is one that enables each research participant to become engrossed in describing his or her everyday experiences of the phenomenon as richly and deeply as possible" (Becker, 1986, p. 108).

The interview process can be delineated into stages. (Becker, 1986) summarizes several interviewers' approaches. While these approaches differ depending on the orientation and personal characteristics of the interviewer, all contain three similar stages.

In the first stage, rapport is developed between the researcher and the potential participant. The researcher describes the interview approach, the phenomenon to be investigated, and begins to elicit personal experience descriptions of the phenomenon from the interviewee. The researcher is then able to assess whether or not the interviewee has had salient experience with the phenomenon as well as the interviewee's ability to be open to expressing his or her experience. After this initial interview, the researcher decides whether or not the potential participant will be suitable for exploring the phenomenon under investigation. If appropriate rapport has been developed and salient descriptions have been elicited, the researcher can move to the second interview stage.

Before the second interview, the researcher will do a preliminary analysis of the descriptions elicited at the first interview, or of written descriptions that the participant has subsequently provided. The researcher will then return for a second interview. In this stage, the participant is asked to expand on original descriptions. Through collaborative interpretive dialogue, various facets of the experience are explored until both the researcher and participant feel that the experience under investigation has been fully explored. This stage may involve more than one interview where a hermeneutic circle of data collection and analysis leads to a deeper understanding, which is then applied to further data collection and analysis.

The third stage involves the corroboration, or validation of the provisional synthesis of the data. At this stage, the final analysis is presented to the participant in a search for confirmation, elaboration, and correction. When the interviewee and the researcher agree that the essential characteristics of the experience have been described, the research for this particular study is complete.

Before leaving the final interview, the researcher is ethically responsible to involve the participant in a debriefing. Here the researcher needs to feel assured that the participant leaves the study feeling comfortable with any new understandings about him or herself and the phenomenon in question.

The structuring of interview questions varies as well (Becker, 1986):

> Some treat each interview as an independent unit, and do not attempt to cross-validate themes (Becker, 1973; Miller, 1981; Montgomery, 1982). Others generate a pool of questions as interviews progress, and ask each subject to respond to these questions (Kvale, 1983; Wertz, 1984). (p. 116)

Data Analysis

Once the researcher has recorded a variety of examples of the experience, the search for underlying meaning can begin. The phenomenologist searches through the variety of examples of the experience for recurring themes that point to the essential structure of the experience. It is at this stage where extreme care must be taken in order to achieve a valid and reliable interpretation of the data. Because the researcher's orientation is one of interpretation rather than content analysis, "the interpretive process depends upon the researcher's sensitivity and perceptiveness in relating to the data" (Osborne, 1989, p. 22). This interpretation is necessarily influenced by the intentionality, or point of view, of the researcher. Thus, there is good reason for discussion of the interpretation between researcher and participant, as well as a need for corroboration in order to achieve a valid interpretation (Osborne, 1989).

Validity is achieved when the final descriptive analyses are "internally *cohesive* and include all constituents of the phenomenon expressed implicitly and explicitly in the descriptive data base" (Wertz, 1984, p. 44).

As Osborne (1989) states, reliability within phenomenological research "is based upon the observation that human perception is perspectival and contextual" (p. 26). By varying the examples, the consistency of themes can be established, The themes that emerge represent a higher level of abstraction that points to the essential structure of the phenomenon for which the individual experiences are examples. As Wertz (1986, p. 191) states, "inconsistency, variance, relativity, and difference, far from being a threat to the establishment of a stable reality, is the very precondition and guarantee that I can look again and again and see the same thing."

The final written description of the phenomenon is final only for the present. It does not provide answers or solutions for problems, but illuminates a deeper understanding of the phenomenon and provides enlightenment for researchers to see further research possibilities. It must also be remembered that the illumination reached provides one perspective of the phenomenon under investigation. As Osborne (1989) states:

> We must remember that there is no absolute interpretation of the data and that interpretations can produce contradictory or coherent meanings. Ambiguity is intrinsic to meaning. Such ambiguity is more a function of our relationship with our world(s) than the method. (p. 27)

IV. Methodology for This Study

This chapter describes how methodological considerations were interwoven in all steps of the research. While the process will be described sequentially, it must be emphasized that the actual research did not progress in this fashion. Rather, as new understandings began to surface, the various parts of the phenomenological process were re-evaluated in light of those understandings. (The final results and discussion of this study are presented in Chapter V.)

A. Participants

The four first year teachers involved in this study, three females and one male ranging in age from 26 to 35 years, had just completed their first year of teaching in elementary schools in a large urban school district. By limiting my orientation to elementary school teachers, I was already revealing my presupposition that the experience may be different for other teachers. However, I followed Becker's (1986) advice of making the sample of subjects "as homogeneous as possible, because this helps ... articulate the essential structure and constituents of a phenomenon" (p. 106). Becker (1986, p. 106) cites other researchers' findings that "contrasting groups of subjects or diverse single subjects are productive in arriving at essential views of the phenomena". However, as this research progressed, I began to realize the range of diverse experiences that I was collecting from only four participants. I was satisfied that these examples were providing me with a wealth of salient descriptions that would allow me to uncover the essential themes of the experience.

My selection of participants was based on the following criteria:

1. I wanted teachers who were teaching in an elementary school setting.
2. I wanted to interview them after completion of their first year for two reasons: (a) significant experiences would be in clearer focus when looked at holistically after completion of "the first year", and (b) I would not be tempted to "help" or make suggestions during their experience and thus change it.
3. The teachers had to be willing to spend the time to write a short description of their experience, be involved in a taped interview, and respond to the data analysis.

B. Bracketing Presuppositions

In order to faithfully describe the essential experience of the first year teachers in this study, I needed to continually search for my own preconceptions of what I thought the experience was like. My original assumption that the first year of teaching was a discrete entity conflicted with another presupposition that the first year isn't really different from subsequent years, but the newness of the experience makes it more vivid.

I also believed that it was the newness to the experience of formal teaching per se that was an essential element of my question. Thus, I chose participants who had just completed their first year of teaching elementary school. As one of the interviews was progressing, Linda disclosed that she had been an instructor at a community college before entering the Bachelor of Education program. Initially, I felt that her experiences would not reflect essential themes of a first year teacher because of her previous experience. However, I decided to analyze her descriptions before deciding whether or not they were relevant to this study. Her experiences turned out to be essentially the same as the other three first year teachers in this study and added to the depth of interpretation.

As I reviewed the literature on first year teachers, this information, combined with my own experiences as a teacher provided a potential framework for the analysis of the data. I needed to continually be aware of putting this information aside in order to interpret the experiences I collected as lived rather than as theorized about.

Each paraphrase and theme in the data analysis was written and then set aside to be reconsidered later in light of new understandings as more and more of my own presuppositions were uncovered. For example, during one session of reflection on the data, the theme 'sense of urgency' seemed to leap out. After I quickly wrote this down, I began to wonder whether 'sense of urgency' accurately reflected the lived-experience of the participant, or was it my own sense of urgency that was forming a Procrustean bed in which to fit the data.

One can only suspend those presuppositions that are brought to conscious awareness. Pure objectivity can never be attained. As Giorgi (1975, p. 79) states, "the root or ground of both linguistic descriptive analysis and numerical descriptive analysis are ultimately in the perceptions and thoughts of man."

C. Procedure

I received a list of first year teachers from a large urban school board after submitting a written proposal of my planned research, guaranteeing confidentiality of the participants, and agreeing to provide results from the research to the school board. From the list I received, I selected those who taught elementary school children and contacted them by phone. I proceeded down the list until I found five people who fitted the criteria that I was looking for. All five seemed excited about the process and were pleased that someone really wanted to know what their experiences were like.

Although these teachers did not represent a random sample, this is not necessary because phenomenological research does not look for statistical generalizability, but rather a deeper understanding of individuals' particular experiences. "Phenomenological research focuses upon meaning rather than facts. Stable meaning can transcend variable facts." (Osborne, 1989, p. 26).

Once the participants were selected, I met with each of them individually to describe my research in more detail. At this point, one person decided that she really could not afford the time and chose not to become involved. The four who agreed to participate were given a copy of the Edmonton Public School Boards' permission to carry out the study, some of my personal background, a description of the study, and suggestions of how to proceed in writing up their own experiences. (A copy of this information can be found in Appendix A.) I emphasized to the participants that it was their experience I was interested in and that the suggestions were only given to stimulate ideas. Anything that they felt was relevant was exactly what I wanted.

One of the dangers of having individuals write about their experiences is that writing immediately puts a person into a reflective mode where one tends to theorize about, rather than describe an experience. All four found the writing difficult and felt unsure whether or not they were recording what I wanted. The conversations that ensued during the taped interviews were much more spontaneous and richly descriptive. However, I wanted the written descriptions as a basis for the taped interviews. By basing the interviews on the written descriptions, I could more easily focus on what was important for each individual rather than on what I presumed might be important. I had originally prepared a list of open-ended questions, but found the individual written descriptions to be a more reality-based starting point.

Interviews were held in the teachers' classrooms after school when interruptions were less likely. I used the written descriptions as a basis for the interviews, asking the participants to expand on the themes with more examples. However, the interviews were not confined solely to the themes in the written descriptions. These themes often brought other aspects of the experience to light. When the participants asked if they were describing what I wanted, I again assured them that whatever experiences they felt were important were exactly what I wanted to hear about; it was their experience I was interested in, not what I expected their experience to be.

The interviews continued until the participants and I felt that the experience had been sufficiently covered. The taped interviews ranged from 45 minutes to 2 hours in length. It then became my job to uncover the essential themes that were implicit in the explicit examples that had been provided.

Data Analysis

My first step was to read the original written descriptions to get a feeling of what the experience had been like for each individual. I then underlined sentences, words, and significant phrases in the descriptions in order to do a preliminary analysis of themes that seemed to be appearing. I compared the four descriptions for similarities and differences. Differences were not discarded, but looked at more closely. As Wertz (1986, p. 192) states, "interpersonal disparity is analagous to binocular disparity: it gives depth. Disagreement thus occurs in and only in communication *about* the 'same thing' and therefore operates within the horizon of mutually verifiable truth."

Once I had tentatively identified themes from the original written descriptions, these were used to guide the taped interviews.

My next task was to transcribe the taped interviews into written form. I also recorded significant non-verbal communications and referred back to the original tapes during the analysis to listen for intonations and nuances of meaning. These were then combined with the original written descriptions to form individual protocols. The protocols (see Tables B-1, C-1, D-1, and E-1 in the Appendices) were individually broken down into isolated meaning units, paraphrased, and given descriptive themes. The paraphrases and themes were re-evaluated and changed several times until I felt that I had come as close as possible to uncovering the actual experience as lived. As theoretical presuppositions and implicit assumptions were stripped away, the data was allowed to come closer and closer to speaking for itself.

Once the themes were identified for each individual, they were then grouped for that individual in a first order clustering which allowed a higher level of meaning to be abstracted. Before these first order clusterings reached their final form (see Tables B-2, C-2, D-2, and E-2 in the Appendices), each theme and meaning unit was looked at in light of this higher order theme. As Wertz (1986) states:

> Reliability requires an intelligent variation and interrelation of different subjective perspectives and factual contexts, which alone discloses the invariant core of what something is and means. The criterion of qualitative reliability is therefore *persistence of meaning through the factual variations*. (p. 200)

The first order clusters of themes were grouped once more to reach a higher level of abstraction for each individual. These second order clusters (see Tables 1, 2, 3, and 4 in Chapter V) provided the basis for the individual interpretive analyses. The abstractions and interpretive analyses were taken back to the individuals for validation before being included in this study.

By taking the themes back to the participants and asking, "Is this what it was like?", I have tried to validate the descriptive themes that I have extracted from their specific examples. However, I am also aware that by presenting the participants with these themes, I am providing them a framework through which they can interpret their experiences. As Osborne (1989) states, this "method of assessing validity is suggestive rather than definitive" (p. 28). Thus, a combination of bracketing, participant validation, and validation by others who have experienced teaching was used throughout the stages of data analysis.

The themes from each of the four individual second order clusters were then combined in a final higher order cluster of common themes (see Table 5 in Chapter V). The same care was taken in looking at differences and discrepancies as well as tracing the reliability of the common themes back through the individual experiences. A schematic representation of the relationship of these themes as experienced by the four participants was also developed (see Figure 1 in Chapter V).

A final synthesized interpretation based on the higher order clustering of common themes and the schematic representation was written to describe the essential qualities of the first year teaching experience for the four participants. This was also taken back to them for validation. The synthesized description, schematic representation, and higher order clustering of common themes were also discussed with a variety of teachers to see if they appeared true for them as well. Reactions were consistently positive (e.g., "That's just what it was like for me."). As Salner (1986, p. 114) states, "in the domain which human science researchers study, a knowledge claim is substantiated by the extent to which it can be linked to the community's pattern of experience in applying its understanding to a particular issue."

V. Results and Discussion

While each of the first year teachers in this study had different experiences, several underlying themes were common to all. The following section begins with a summary of each teacher's experience followed by a description of the common themes.

A. Analysis of Barbara's Experience

Barbara began her teaching career at age 35 after working for several years as a hairdresser. Sharing in her daughter's experiences with school reintroduced her to the education system. When she started to consider a career change, her experiences with her daughter led her to consider teaching. She believed that teaching was an important, well-respected profession in which she could make a contribution to society. She also felt that school hours would fit well with her family responsibilities to her son and daughter.

Barbara's actual placement in her first year was a part-time position teaching French to two grade four classes.

Second Order Clustering of Themes

The following Second Order Cluster of themes emerged from Barbara's first year teaching experience. These themes were derived by grouping the themes that emerged in the First Order Clustering (see Table B-2 in Appendix B) to form a higher order abstraction of Barbara's experiences. The numbers in parentheses refer to the theme numbers in Table B-2.

Table 1

Second Order Clustering of Themes from Barbara's Experience

1. Idealistic Preconceptions (2)
2. Anxiety from Lack of Awareness of Role Responsibilities (1)
3. Disorientation
    A. Apprehension (3)
    B. Sense of Inadequacy (4)
    C. Search for Security (8)
    D. Struggle for Acceptance (10)
    E. Lack of Support (14)
4. Anxiety of Taking Control (6)
5. Need for Affiliation
    A. Affiliation Discrepancy Within Own School (11)
    B. Affiliation With Same Subject Area Peers (12)
6. Finding Security
    A. Need for Own Place (5)
    B. Satisfaction with Curriculum (9)
    C. Areas of Support (13)
7. Developing Relationships with Students (15)
8. Measures of Goal Success (17)
9. Need for Experience (7)
10. Uncertainty of Role Integration (18)

11. Need for Time (16)

Barbara: Search for Direction and Acceptance

Barbara entered her teaching career with ambivalent feelings about her own capabilities to perform as a teacher (e.g., "Once I got over the excitement, I thought 'Now what do I do? Now I have to start performing'"). Her sense of herself as an imposter, as a person initially only pretending to know what she was doing, was heightened by her actual placement. Her part time position teaching French to students that really belonged to other teachers made it very difficult for Barbara to develop her own sense of belonging. She was continually trying to please others, but lack of awareness of what those others expected, left her feeling isolated and lost (e.g., "I didn't know exactly what was expected of me and that really upset me. You can do as much as you want extra, but these things have to be done and I never found out what those things were").

She had a deep desire to be, and be seen as competent in her new career; however, her lack of specific direction and experientially based self-expectations left her not knowing where to start. She needed time to gain familiarity with available resources and her students, but also needed to begin planning before this familiarity was achieved (e.g., "I know I have to come up with long range plans, but first I have to familiarize myself with what is available and the students I'm going to have").

Barbara brought few role expectations of her own to her teaching career. Her continual unfulfilled search for explicit role requirements that she should be attempting to meet, left her without any feeling of control. She needed to know what was expected of her by others and was very frustrated when she was unable to identify those expectations. Her lack of awareness of the limits and responsibilities that were part of her teaching role left her with a continual sense of self-doubt (e.g., "It was really an uncomfortable situation. You really have to feel your way around to see what you can do and what you can't"). She felt competent to do the job, if only she could discover what exactly that job was.

Barbara's need for acceptance and lack of self direction made it extremely difficult for her to take the initiative in establishing relationships that would help meet her own needs. With peers, her need for acceptance and her sense of isolation often prevented her from expressing herself openly. She found a sense of affiliation at inservices in her specialized subject area where she perceived a more empathic bond (e.g., "I was out of the school and I felt like I could say maybe what I felt like saying. I didn't have to be positive all the time").

With her students it was very difficult to assume a leadership role when she herself lacked a sense of direction. She was continually searching for a balance between being receptive to student desires and getting the students to accommodate to her needs (e.g., "I wanted them to accept me, but I wanted them to know that I was the boss here").

Barbara spent most of the first year searching for a sense of security. She needed to integrate what she perceived to be the expectations and limitations imposed by others with her own needs. As she gained a sense of familiarity, she began to feel more comfortable and discovered a sense of support from peers (e.g., "I got ideas of how to handle different kids' Behavior problems. Just talking to [other teachers] about different things - inservices, a lot of different things, was helpful"). She perceived peers as able to provide guidance in general areas of her role, but not in areas of curriculum development. Familiarity with her students allowed her to become more flexible in meeting their needs (e.g., "As I got to know the kids better we kind of branched off into different things").

Barbara gained vicarious support through her observations of the attitudes of other teachers. Seeing one teacher in particular who was able to maintain a positive attitude while teaching a very difficult class gave Barbara a sense of hope. It provided her with a vision of future possibilities for herself.

Barbara did not receive as much recognition from peers as she desperately needed (e.g., "Our principal sent the occasional Happygram or thank you note for a particular job well done. This meant so much to me. I can't really express how much. I guess the real complaint is that there is very little recognition for teachers"). Her need to know that she was seen as competent was often not met, adding to her sense of isolation and insecurity.

However, as she began to see the results of her students' learning, she developed a sense of accomplishment, satisfaction, and pride (e.g., "After a while when I saw the results of what the kids were doing I thought 'Wow! They learned a lot here. They're enjoying it. They're able to use it"). Approval from parents led her to believe that she was accomplishing her role.

B. Analysis of David's Experience

David began teaching at age 26 after six years at university where he received an Honors B.A. in Political Science and an after degree B.Ed. His experience in working with youth groups, especially Ukranian scouting, led to his desire to become a teacher where he would have more opportunity to work with children. While he works in Alberta and has friends here, home and family are in Ontario where David returns for holidays.

David's actual placement in his first year was in a grade four classroom where he taught Language Arts, Art, and French. He also taught French to two other grade four classes.

Second Order Clustering of Themes

The following Second Order Cluster of themes emerged from David's first year teaching experience. They were derived by grouping the themes that emerged in the First Order Clustering (see Table C-2 in Appendix C) to form a higher order abstraction of David's experiences. The numbers in parentheses refer to the theme numbers in Table C-2.

Table 2

Second Order Clustering of Themes from David's Experience

1. Orientation
    - A. Idealistic Preconceptions (2)
    - B. Concern with Right Choice (16)
2. Change in Perception of Responsibilities (1)
3. Ability to Meet Orientation Goals
    - A. Apprehension (3)
    - B. Sense of Inadequacy (4)
    - C. Insecurity (10)
    - D. Anxiety (11)
    - E. Lack of Decision-Making Information (12)
4. Taking Control
    - A. Need for Control (6)
    - B. Struggle for Control (7)
5. Affiliation with Peers (13)
6. Finding Security
    - A. Areas of Support (14)
    - B. Security (9)

7. Developing Relationships with Students (15)
8. Evaluation of Goal Success
    A. Opportunity for Goal Success (18)
    B. External Measures of Goal Success (19)
    C. Internal Measures of Goal Success (20)
9. Development of Experientially Based Understanding
    A. Need for Experience (8)
    B. Lack of Pedagogical Awareness (5)
    C. Development of Pedagogical Awareness (24)
10. Developing New Role Orientation
    A. Internal Insecurity of Role Transition (21)
    B. Ambivalence in Role Integration (22)
    C. Movement Toward Role Integration (23)
11. Need for Time (17)

David: Growing Personal and Professional Awareness

David approached his opportunity to teach with a sense of excitement. However, he was overcome by the enormity of the task ahead of him the first time he entered the classroom. He was suddenly aware of the conflict between his desire to do a competent professional job and his need for experience in order to know what to do (e.g., "I felt absolutely incapable of making some concrete decisions -- thinking that this would affect my long term environment for effective teaching. Little did I know!"). He was paralyzed by the fear of making the wrong decision, yet found himself lacking the experience that could provide him a framework on which to base those decisions.

He was fortunate to be part of a very supportive staff where experienced peers took the initiative to make David feel accepted (e.g., "The staff at this school is absolutely wonderful. There is a general warmth that evolves in the school where one can feel secure"). They helped David find the physical and emotional security he needed in order to begin taking the personal risks necessary in becoming a teacher. They provided him with specific curriculum resources, information, and suggestions with which he could build the necessary framework for making his own decisions.

Through the support of peers, David was able to develop his practical teaching skills. He also continued to wonder about and assess the meaning of education and his role as a teacher through pedagogical discourse with peers (e.g., "I needed to find someone with whom I could talk out stuff -- talk about the good things that were happening in the classroom as well as vent out my frustrations"). Because David received extensive support in meeting both his physical need for curriculum and classroom management resources, and his emotional need to self-disclose his concerns about his growth as a teacher, he was able to begin dealing with his apprehensions and uncertainties.

As he began to deal with his own needs, he was able to turn his attention more to the needs of his students (e.g., "It's made me appreciate the students even more -- with less hangups about curriculum needs and more concerns about individual needs"). He was able to see their individual needs and question his role as a teacher based on those needs.

The affirmation of his teaching ability that he received from peers helped somewhat to alleviate his sense of uncertainty and inadequacy. However, he continued to grapple all year with his own lack of experience and inability to see appropriate solutions. He also struggled in attempting to balance the individual needs of his students with the need to fulfil his goal of covering the curriculum (e.g., "I know that you're having a tough time, and you did this instead of what I asked you, and I accept it. But I was still trying to force the other route").

Experiences that allowed him to develop more pedagogical awareness often left him frustrated and angry that he had not understood sooner (e.g., "I remember coming back to work feeling angry at society, at the home, at myself. Here I was badgering this little girl about 'your capabilities to do better' and not once having thought about other factors that were part of this little girl's life").

Throughout the year David continued to grow personally and professionally in his role as a teacher. As he began to have a sense of control over his new situation, he was able to give his students the opportunity to develop their own sense of responsibility and control.

While his need to be seen as a teacher by others was affirmed by his students and peers, he was still left with a sense of uncertainty about being a teacher (e.g., "The transition is slow in that teaching and becoming a teacher is not something that happens overnight. What makes me feel like a teacher? When do I become a teacher? Even in my second year I feel very much of a novice"). He still anxiously awaits the day when he will know within himself that he is a teacher.

C. Analysis of Linda's Experience

Linda began teaching at age 33. Her previous experience as a library technician had provided her the opportunity of working in several educational settings. She had worked in both elementary and senior high schools as well as at a community college where she also instructed courses. When she decided to make a career change, her previous experience with elementary school children led to her choice.

Linda's initial placement was a grade 5 classroom where she taught extended French. She taught Language Arts, Social Studies, Art, and Health in French as well as teaching French language. She taught her own class in the morning and then taught extended French to two grade 6 classes in the afternoon.

Second Order Clustering of Themes

The following Second Order Cluster of themes emerged from Linda's first year teaching experience. These themes were derived by grouping the themes that emerged in the

First Order Clustering (see Table D-2 in Appendix D) to form a higher order abstraction of Linda's experiences. The numbers in parentheses refer to the theme numbers in Table D-2.

Table 3

Second Order Clustering of Themes from Linda's Experience

1. Orientation
    - A. Preconceptions from Previous Work Experience (2)
    - B. Perceived Expectations from Others (3)
    - C. Effects of Preconceived Expectations (4)
    - D. Concern with Being Right (17)
2. Change in Perceptions of Role Responsibilities (1)
3. Ability to Meet Orientation Goals
    - A. Disillusionment (5)
    - B. Sense of Inadequacy (6)
    - C. Anxiety (14)
4. Taking Control
    - A. Need for Control (8)
    - B. Struggle for Control (9)
5. Affiliation with Peers (15)
6. Finding Security
    - A. Security of Place (11)
    - B. Comfort in Conservatism (12)
    - C. Areas of Support (16)
7. Frustration Accumulating Concrete Resources (13)
8. Reassessment of Goal (20)

9. Development of Experientially Based Understanding
    A. Need for Experience (10)
    B. Lack of Pedagogical Awareness (7)
    C. Dawning Pedagogical Awareness (21)
10. Search for New Role Orientation (19)
11. Need for Time (18)

Linda: Need for Resources

Linda's initial sense of competence was challenged throughout the year. Her strong preconception of teaching as lesson presentation, which was reinforced by her previous experience as a community college instructor, greatly influenced her focus throughout her first year. She felt overwhelmed by the inadequacy and seeming unavailability of the resources that she felt were essential for providing a good program. Her previous role had been to present a packaged program that had been developed by someone else (e.g., "I presented courses on a number of occasions. I had nothing to do with the actual putting together of that course. All I had to do was present the material"). Linda was continually frustrated by the time and energy required for program development, especially when she realized that good resources were available but her lack of a personal information network prevented her from knowing where to look (e.g., "They have those units but those are just outlines. Why they don't just package something and say 'This is available if you want it.' There must be as many units as there are Grade 5 teachers in the system"). The excessive time that Linda spent in searching for appropriate materials did not allow her to spend enough time on other areas that she needed to develop (e.g., "Put the thing together for the first year teacher. Give them something so that they can take some time to develop their skills and they're not so busy running around looking for materials").

Linda's focus on lesson content initially prevented her from focusing on the needs of her students. Her lack of awareness of the learning process and the time that students required to complete assignments continually conflicted with her projected goals (e.g., "I don't know what kind of expectations I had but there was no way those kids could have covered the material that I wanted them to cover in the space of time"). Linda entered teaching with unrealistically high goals for herself and her students. Her idealistic expectations did not include a realistic sense of the time required to accomplish her initial goals. For herself, the expectation of having a program in place equal to that of a veteran teacher led to frustration, anxiety, and a sense of inadequacy. When she eventually realized that what she was trying to accomplish was impossible, she was able to accept her accomplishments more realistically and set graduated priorities (e.g., "You think that you should be able to do what the person who has been here 20 years can do with the same resources to back you and you can't. And once you realize that, you're OK, but you have to realize that first").

Her unrealistically high expectations for her students also left her feeling frustrated, inadequate, and guilty (e.g., "I thought there was something wrong with me. Maybe I wasn't pushing them enough"). However, as Linda began to develop more realistic expectations through experience and discussion with other teachers, she realized that time restraints made it impossible to achieve idealistic expectations (e.g., "There are only so many hours in the day and you can't work these children like slaves").

Linda felt accepted both personally and professionally by her peers and soon felt a sense of comfort and belonging. Her initial feeling of being expected to know it all with an accompanying sense of anxiety and inadequacy was soon dispelled as she came to realize that experienced teachers did not have right answers for many situations (e.g., "I felt comfortable after just getting to know people. And to know that nobody had any definite answers either as far as a lot of things go"). Other teachers were instrumental in helping Linda find a place to start by providing materials and resources that she could use as models for her own program development (e.g., "One fellow said, 'I'm doing this unit this year. Here is the unit. Do it with your students this year. This will get you going. Concentrate on your other courses,' and that was a really big help. After I had a look at a unit that was all put together I thought 'OK. I can do that.' I always had an idea that it was so much more"). Discussions with peers also enabled Linda to set more realistic expectations for herself and her students.

As Linda gained experience in her role as a teacher, she developed a personal basis for assessing her goal achievements, was able to see more alternative methods, and felt better able to justify her choice of alternatives. She began to feel more comfortable with her internal sense of decision making rather than always searching for "right" answers. However, throughout the year, Linda's primary focus on resources and lesson preparation left little time to really get to know the students (e.g., "This year I can work a little bit more on relationships because I'm not so busy with the curriculum. I was too busy teaching to have time for the kids").

D. Analysis of JoAnne's Experience

JoAnne was 28 years old when she began her teaching career. She had not been satisfied in her previous work experience, but did enjoy training other people. The satisfaction that she did feel in teaching and helping others led to her decision to become a teacher. Once she entered the faculty of education, she selected special education as her major because of her interest in the personal aspect of teaching.

JoAnne's actual placement was a newly created position teaching a special education class for Behavior Disordered children. She was hired because the school board felt her specialized training made her more qualified than teachers already working for the school district. She had 6 male students in her class ranging in age from 7 to 10 years.

Second Order Clustering of Themes

The following Second Order Cluster of themes emerged from JoAnne's first year teaching experience. These themes were derived by grouping the themes that emerged in the First Order Clustering (see Table E-2 in Appendix E) to form a higher order abstraction of JoAnne's experiences. The numbers in parentheses refer to the theme numbers in Table E-2.

Table 4

Second Order Clustering of Themes from JoAnne's Experience

1. Preconceptions (2)
2. Need to be Seen as Competent by Others (1)
3. Meeting Orientation Goals
    A. Frustration (3)
    B. Concern with Finding Resources (4)
    C. Ability to Meet Orientation Goals (16)
4. Struggle for Control (5)
5. Developing Peer Relationships (9)
6. Finding Security
    A. Areas of Support (10)
    B. Change in Perception of Own Competence (8)
7. Meeting Student Needs (11)

8. Measuring Goal Success
    A. Uncertainty of Goal Opportunity (13)
    B. Lack of Peer Comparison Models (14)
    C. Measures of Goal Success (15)
    D. Anxiety from Others' Perceptions of Own Competence (7)
9. Need for Experientially Based Understanding
    A. Need for Experience (6)
    B. Pedagogical Awareness (18)
10. Role Development (17)
11. Need for Time (12)

JoAnne: The Expert Novice

Because JoAnne believed that her university courses were not preparing her for the behavior problems she was sure she would find as a special education teacher, she attended many extra courses, workshops, and seminars to help her feel competent in dealing with student behaviors. Her training led to her specialized program position of teaching students with behavior disorders. The program was being newly implemented in her school district and JoAnne received consistent support from the consultant who had developed the program (e.g., "He was anxious to give me any help in getting this program off on the right foot because it's the kind of program that if it's not set up right can have a lot of problems").

JoAnne had a very clear focus of program objectives and received specific guidance from the consultant as well as administrative support and collegial acceptance (e.g., "Once I got to know the other teachers they were terrific -- just a super staff and always ready to help me out with materials and so on"). However, she was not able to feel a true sense of affiliation with peers. There was no one with whom she could share her program concerns on an equal level. She lacked a peer comparison base against which to evaluate progress toward her goals. Comparison with the consultant's program and the ideals she had set for herself left her with feelings of inadequacy and failure (e.g., "There was no one to compare to and I think that was a real problem because I would only compare to some ideal in my head and that was really painful").

The acceptance, support, and recognition that JoAnne received led to a personal sense of dissonance. She perceived her competence as stemming from the guidance and support of others. She felt undeserving of the recognition she received; it was one more way of singling her out, blocking affiliation (e.g., "It's really uncommon to get it. There's a lot of really good teachers out there that nobody ever talks about"). The discrepancy between her own sense of competence and the confidence others placed in her led her to fear that others would discover her areas of incompetence (e.g., "I know there's a lot of things I'm doing really badly that I just want to sweep under the carpet"). Being placed in the position of training others whom she perceived as more experienced than herself also led to feelings of anxiety (e.g., "I wondered if they were going to trust what I was saying here. I didn't like that. That was really hard"). A conversation initiated by her principal helped her to see her own contributions more clearly and allowed her to accept her own competence more realistically.

While JoAnne entered teaching with fairly realistic expectations, it still took the first half of the year to feel a sense of orientation, a sense of being somewhat in control of the overwhelmingly diverse aspects of her new role (e.g., "The fancy stuff is just going to have to wait. I decided that about half way through the year. Up to that point I was really just trying to get a grip on where everything was going and what we were doing").

Her primary focus on relationships with her students enabled her to continually develop a deeper pedagogical awareness. With time and experience she developed a teaching style that met the needs of her students. While she realized how much her students had affected the development of her new self as a teacher, she saw her teaching style as a reflection of her students' needs and continued to wonder whether she would be a different kind of teacher with different students (e.g., "I don't know if that's how I would have developed if I was teaching a regular classroom. Maybe in a regular classroom I would have developed a more dynamic style. I don't know").

E. Higher Order Clustering of Common Themes

The following table is a combined abstraction of the themes that were common to all four of the teachers in this study. The numbers in parentheses refer to the tables in which the themes are located.

Table 5

Higher Order Clustering of Common Themes

I. Orientation of the Novice
    A. Preconceptions (4)
    B. Idealistic Preconceptions (1,2)
    C. Preconceptions from Previous Work Experience (3)
    D. Perceived Expectations of Others (3)
    E. Concern with Right Choice (2)
    F. Concern with Being Right (3)
II. Sense of Responsibility
    A. Anxiety from Lack of Awareness of Role Responsibilities (1)
    B. Change in Perception of Role Responsibilities (3)
    C. Change in Perception of Responsibilities (2)
    D. Need to be Seen as Competent by Others (4)
III. Ability to Meet Orientation Goals
    A. Sense of Inadequacy (1,2,3)
    B. Apprehension (2)
    C. Concern with Finding Resources (4)
    D. Ability to Meet Orientation Goals (4)
    E. Search for Security (1)

- F. Lack of Support (1)
- G. Disillusionment (3)
- H. Frustration (4)
- I. Lack of Decision-Making Information (2)
- J. Anxiety (2,3)
- K. Insecurity (2)

IV. Taking Control
- A. Need for Time (1,2,3,4)
- B. Anxiety of Taking Control (1)
- C. Concerns with Control (4)
- D. Need for Control (2,3)
- E. Struggle for Control (2,3)

V. Need for Affiliation
- A. Affiliation Discrepancy (1)
- B. Lack of Comparison Models (4)
- C. Developing Peer Relationships (4)
- D. Affiliation with Peers (2,3)
- E. Struggle for Acceptance (1)

VI. Finding Security
- A. Security of Place (3)
- B. Comfort in Conservatism (3)
- C. Areas of Support (1,2,3,4)
- D. Security (2)
- E. Satisfaction with Curriculum (1)
- F. Change in Perception of Own Competence (4)
- G. Need for Own Place (1)

VII. Balancing Content and Process Needs

- A. Effects of Preconceived Expectations (3)
- B. Frustration Accumulating Concrete Resources (3)
- C. Developing Relationships with Students (1,2)
- D. Meeting Student Needs (4)

VIII. Evaluation of Goal Success

- A. Uncertainty of Goal Opportunity (4)
- B. Measures of Goal Success (1,4)
- C. Opportunity for Goal Success (2)
- D. Internal Measures of Goal Success (2)
- E. External Measures of Goal Success (2)
- F. Reassessment of Goal (3)
- G. Lack of Peer Comparison Models (4)
- H. Anxiety from Others' Perceptions of Own Competence (4)

IX. Search for Understanding

- A. Need for Experience (1,2,3,4)
- B. Lack of Pedagogical Awareness (2,3)
- C. Dawning Pedagogical Awareness (3)
- D. Development of Pedagogical Awareness (2)
- E. Pedagogical Awareness (4)

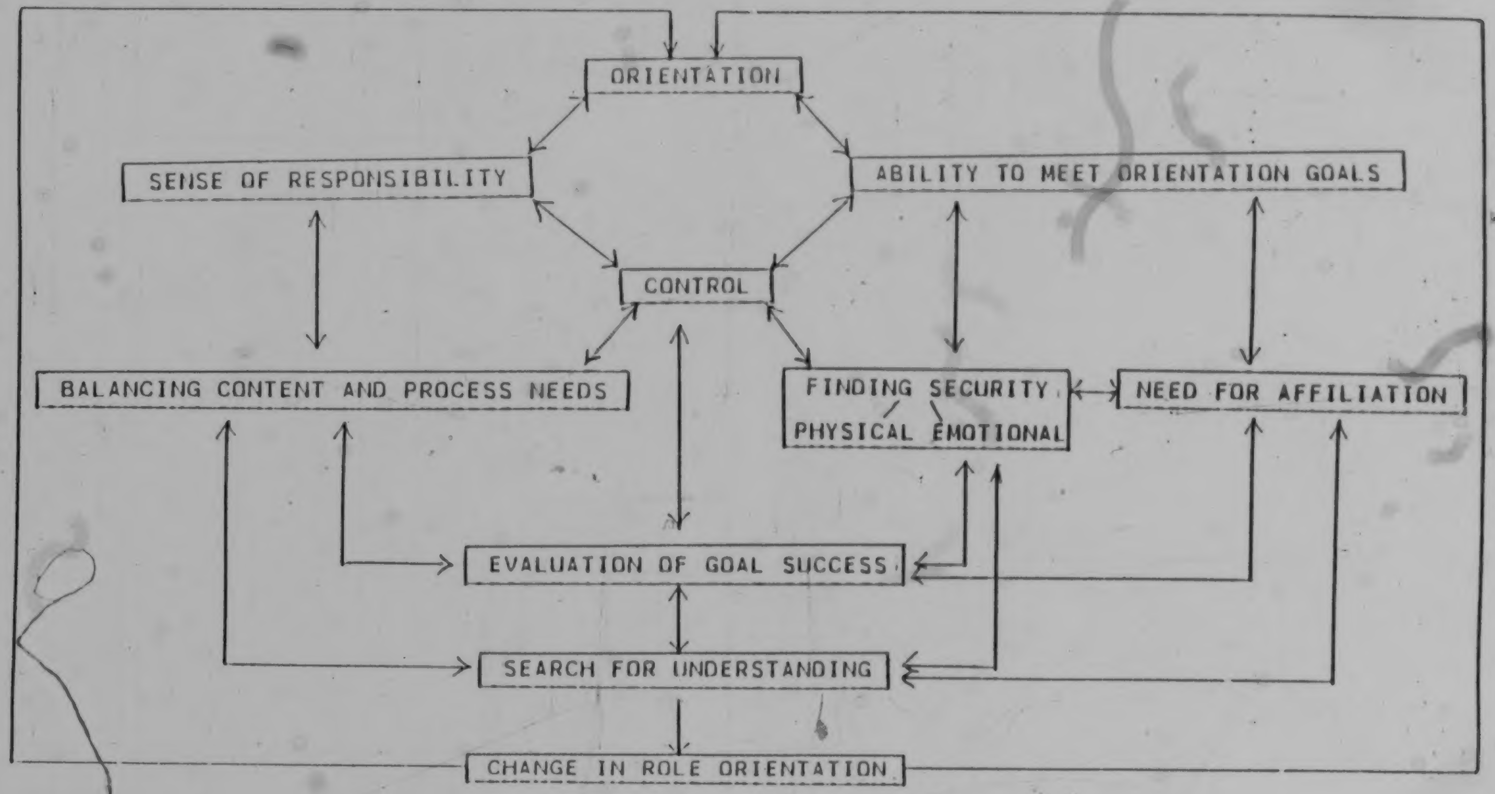
X. Changes in Role Orientation

- A. Uncertainty of Role Integration (1)
- B. Search for New Role Orientation (3)
- C. Ambivalence in Role Integration (2)
- D. Internal Insecurity of Role Integration (2)
- E. Movement Toward Role Integration (2)
- F. Role Development (4)

F. Schematic Representation of the Experience

Figure 1 is a schematic representation of the relationship between the common themes found in Table 5. The written synthesis that follows describes how these themes were experienced as an interwoven pattern by the four first year teachers in this study.

Figure 1. Experiential cycle of becoming a teacher.


ORIENTATION
SENSE OF RESPONSIBILITY
ABILITY TO MEET ORIENTATION GOALS
CONTROL
BALANCING CONTENT AND PROCESS NEEDS
FINDING SECURITY
PHYSICAL EMOTIONAL
NEED FOR AFFILIATION
EVALUATION OF GOAL SUCCESS
SEARCH FOR UNDERSTANDING
CHANGE IN ROLE ORIENTATION

G. Synthesis of the Four Individual Experiences

The diversity of the four specific experiences of the teachers in this study are individual examples of a more universal experience which underlies the transition of becoming a teacher.

The first year experience is a dynamic ebb and flow of interdependent themes. At times these themes intermingle in ways that encourage growth toward becoming a teacher. At other times growth is blocked, discouraged, or frustrated by the dissonant or imbalanced relationship of these themes. While these themes form a constant pattern, time and experience provide the backdrop that is needed for change to take place. The process becomes a hermeneutic circle of understanding what it means to be a teacher, at times flowing freely through all themes, at times blocked by particular needs that are not met.

The cyclical dynamic process of becoming a teacher requires time. One may be struck by an instant understanding in one situation. Other understandings may take months to reach one's conscious awareness. The experiences that one has over time are essential to uncover the pedagogical implicitness of one's role as a teacher.

Orientation

The teachers in this study brought a wealth of individual personal experiences, perceptions, and expectations, which shaped their educational and life philosophies. The new role of being a teacher was seen and responded to through these individual orientations (e.g., "Prior to walking into the classroom I had very grandiose expectations of myself -- my achievements, my 'performance', my overall capacity to act, behave as a teacher"). The discrepancy between these orientations and the classroom and school reality that was initially experienced created an overwhelming sense of disorientation (e.g., "I was very much distracted by the various goings on. I had to deal with the new environment and my new 'self' -- a teacher"). As Bollnow (1961, p. 32) states, "the space where a man finds himself at the moment may not be the space to which he belongs." These beginning teachers spent most of the first year attempting to re-orient previously projected images of what teaching is like with the lived reality of becoming teachers (e.g., "You can sit and watch all you want, but until you actually do it, and make those shifts in the air -- like 'Oh, this isn't working'. You don't see the teacher do that. You just see the lesson progressing and it's quite different when you're on that side and you're playing your audience").

Sense of Responsibility

An overwhelming sense of responsibility to be competent, professional teachers immediately was felt by the four novices (e.g., "Like the week after I started teaching everything was supposed to be just there -- 15 learning centers and you know all of this kind of thing. That was the way I felt. Everything had to be done right away"). However, each individual orientation also dictated what those responsibilities were believed to be. The overwhelming role diversity that had to be dealt with and the lack of time and experience to do so effectively led to feelings of frustration and guilt. Their initial teaching experiences made them realize the extensive responsibilities that are part of the teaching role (e.g., "This factor became one of an awakening of the realistic aspect of my situation -- that I was responsible for the success and education of these children"). This overwhelming feeling of being responsible for student success led to a tremendous sense of inadequacy. Behaving like a teacher and feeling an internal sense of confidence in the role of teacher were two very different things (e.g., "What makes me feel like a teacher? When do I become a teacher? Even in my second year I feel very much of a novice"). Wanting to be seen as competent, feeling insecure in identifying and handling their responsibilities caused tremendous anxiety. As they gained familiarity with their role through time and experience, their perceptions of their responsibilities changed. As a new orientation to teaching began to come into focus, they were able to look at their teaching position differently and see the impossibility of being solely responsible for the lives of others (e.g., "You feel you should be fulfilling so many roles at the beginning, and then, with the realization that you can't do everything that you have ever wanted to do, comes the realization that you can't be everything to all these children and they have other people, parents and other care givers and a lot of things are their territory and not necessarily yours"). They began to see the realistic limitations of their role, although accepting these limitations without feeling a sense of inadequacy was not possible.

Ability to Meet Orientation Goals

The surprising unfamiliarity of what was expected to be familiar territory led to a sense of disorientation which, combined with the perceived need to perform as competent professionals, created a tremendous sense of anxiety and uncertainty. The shock of disorientation and accompanying apprehension about their actual ability to teach left the novices feeling inadequately prepared to deal with the reality of the classroom.

They soon became aware of the vastness of unknown factors that continually blocked efforts to meet orientation goals. They began to see discrepancies between what they had projected and what was actually happening (e.g., "I planned some lessons that I thought were great and I'm sure the kids must have thought I was out of my mind or something. They would just look at me sometimes and it would be a big flop. So I started to think that simple for first year was best"). The novices initially felt a sense of inadequacy, frustration, and failure when their projected goals were not met (e.g., "A lot of not knowing... You set these priorities on paper and you set these fantastic lessons and you only get half way through them. Initially I thought I'm not achieving my end result"). They were also apprehensive not only of meeting their goals, but also of whether their goals were appropriate.

The novices spent their first year reassessing their teaching abilities and orientation goals in light of further experience in order to come to a more comfortable integration of their own orientation and the reality of possible achievement (e.g., "I was exhausted by the end of the year, but I don't think I would have made it if I'd kept those expectations of myself up. I think I would have just said, 'I can't do this job the way I feel it has to be done").

Taking Control

The difficulties of finding, taking, and being in control affected the balance between perceived responsibilities and the need for re-orientation (e.g., "I was at first concerned that things were so out of control because of the severe behavior problems. I had thought that I could just calm it before it got like that -- I would be more effective at stopping things from occuring"). The sense of responsibility to be in control of what happened within their classrooms was often frustrated by the disorientation of either not knowing where they were going or not having the resources to get there. They lacked the physical and emotional security to believe that their decisions were appropriate. There was little sense of focus and they were initially reactive to events around them (e.g., "At first I went more 'go with the flow', so more discipline as opposed to routine").

With experience, they were better able to anticipate outcomes and develop a sense of focus. As they became re-oriented to the classroom situation and gained a sense of security, they were able to begin to take control (e.g., "I always felt that I had to have control over everything. All of the problems I had to find solutions for and I don't feel like that this year because they're not my problems"). Having control allows one to be responsive to others, and still be in control.

The novices moved from initially being controlled by others and their particular situation to a state of being more or less in control depending on the kinds of experiences they had had (e.g., "The progress was really rapid. September was like an explosion and by Christmas they were really calm").

The discrepancy between need for time and need for immediate competency as a teacher presented a continual conflict. Guilt, anger, and frustration with not being able to be competent soon enough continually pervaded the first year experience. The novices eventually realized the need for time, but had great difficulty accepting it (e.g., "You think that you should be able to do what the person who has been here 20 years can do with the same resources to back you and you can't. And once you realize that, you're OK, but you have to realize that first").

There was also not enough time to accomplish all the things they wished to accomplish with their students. Time was often in control and they felt resentful about the amount of time taken away from teaching by other responsibilities (e.g., "I was aware of [the non-teaching activities] but I never really thought they would take up so much time. I never realized!"). Responsibilities that were not directly related to their struggle to become competent teachers continually took time away from teaching, adding to the already immense sense of frustration.

The need for time remained unfulfilled, leaving them with a continual sense of insufficiency (e.g., "I always wanted to do more and sometimes I never realized that maybe I've done as much as I could. I never wanted to accept that I'd done enough").

Need for Affiliation

The way in which the need to belong was met affected the novices' sense of competence and security. They needed to have a sense of fitting in, of belonging within the school subculture as teachers. Feeling a sense of affiliation with peers allowed them to fit in and be seen as a part of the teaching subculture. Feeling a part of this subculture allowed them freedom of self-disclosure and permission to ask for help in finding physical and emotional security (e.g., "The staff at this school is absolutely wonderful. There is a general warmth that evolves in the school where one can feel secure"). Affiliation also allowed the belief that peers would be able to help.

The sense of commonality that Linda perceived provided a comparison base for measuring her own success (e.g., "I would see what they were doing in their classrooms, but they would say 'I've been teaching for 10 years -- it took me 10 years to get this together so don't feel that in your first year you have to have the same kinds of things in place"). Lack of affiliation prevented Barbara the security of self-disclosure and often left her feeling isolated and anxious (e.g., "I don't want to step on anyone's toes. I don't want them to think I'm too pushy. I don't want them to think I'm too much of a coward"). Lack of perceived commonality left JoAnne with no models for comparison and eliminated an important measure of goal success (e.g., "There was no one to compare to and I think that was a real problem because I would only compare to some ideal in my head and that was really painful").

Being seen as a teacher by peers gave them the confidence to believe that it was possible to become a teacher. For David and Linda, affiliation provided a sense of encouragement and support (e.g., "I was fortunate that I met two special people on staff who last year and this year have provided me with strength, ideas to pursue my goals"). For Barbara, recognition gave her a desperately needed sense of belonging and allowed her to feel a part of the teaching subculture (e.g., "Our principal sent the occasional Happygram or thank you note for a particular job well done. This meant so much to me. I can't really express how much"). For JoAnne, recognition that singled her out made her feel alienated and insecure (e.g., "I think I got a lot of recognition and I wasn't really comfortable with it. It was like 'I don't know if I deserve this. I'm just kind of struggling through'").

Finding Security

Each novice began to search for a reality-based focus, a point to begin to build from, in order to gain some sense of control. This search often led to the peers who were perceived as having the competence and focus that was so desperately needed. Peers within the school were the most powerful sources of security for David and Linda. However, administrators and peers outside the school were also able to provide support. JoAnne received extensive help from the consultant (e.g., "Once I got to know the other teachers they were terrific -- just a super staff and always ready to help me out with materials and so on. But it was mostly just the consultant who went over stuff with me"). For Barbara, security was found through other French teachers (e.g., "Meeting with other teachers in other schools who teach the same subject area has been very helpful and therapeutic. Discussing common problems often resulted in finding solutions, but more often resulted in a tremendous release of tension").

Having a physical space of one's own provided a concrete base from which to start, giving a sense of focus and orientation. Finding a sense of physical security as David stated "within those four walls", allowed him to begin searching for the emotional security of "what I would do within those four walls". The novices also focused on the physical aspects of the classroom arrangement and the collecting of concrete resources in order to find the security needed to tackle the more abstract tasks of program planning. For Barbara, not having her own room initially added to her sense of disorientation and insecurity (e.g., "Everybody else was so busy doing things. They were all in their classrooms and I thought, 'What am I supposed to be doing?' I was ready to start decorating a room"). When she was assigned a room of her own, relief was apparent (e.g., "[Having a room] made me feel a lot better. This is _my_ room, _my_ place. That was really important"). In order to be able to plan a curriculum program, one must be familiar with the available resources. The discrepancy that was found between lack of familiarity and the need to competently plan their programs left them with a sense of inadequacy, insufficiency, and frustration (e.g., "I know I have to come up with long range plans, but first I have to familiarize myself with what's available and the students I'm going to have").

Peers were extremely helpful in providing concrete materials, resources, and information (e.g., "People will give you everything that first year so that was a real life saver"). Once a reality based model was available to build from, the novices felt much more secure in implementing or realistically reassessing their initial teaching goals (e.g., "After I had a look at a unit that was all put together I thought 'OK. I can do that.' I always had an idea that it was so much more"). The opportunity to see how other teachers were doing things was highly valued and missed when it was not present (e.g., "I wanted to set up centers, but didn't have enough time or ideas. I'd like to spend some time in a classroom that uses a lot of centers and get some ideas for how they do it").

When emotional security from the affiliation with peers was present, it provided the novice tremendous support in the struggle to become a teacher (e.g., "I am beginning to feel like a teacher. The strength that I get from my colleagues has made it much easier for me to accept my responsibilities as a teacher").

Meeting Content and Process Needs

The novices focused their attention initially on either content or process needs and moved gradually toward an integrated balance of these two areas. Except for JoAnne, the beginning teachers entered the profession with a lack of understanding of their role responsibilities to meet process needs. For Linda, the curriculum content and end results became the primary focus throughout the year (e.g., "Last year I was just so worried about what I was going to teach tomorrow that lots of times I don't think I saw what was going on or didn't see as much as I should have"). After gaining a sense of security with the physical resources, the novices were able to be more open to seeing the process needs of students (e.g., "It took me a long time to appreciate the individual because a lot of times I had the same expectations without thinking of other factors or outside factors and so I would get really frustrated when the 'whole' expectations weren't met"). Particular experiences with attempting to meet content needs increased awareness of the need to deal with process as well (e.g., "I always knew what I wanted, but I didn't realize I had to tell them in minute detail how to get that end product").

As the novices became aware of the process needs of students, they began to struggle not only with meeting those needs, but also with the responsibility for balancing process and content needs (e.g., "Throughout the year, I kept saying, 'well, you're falling behind the rest,' even though I was aware that this child was only capable of so much").

Developing relationships with students that allowed the novices to meet student needs as well as their own orientation goals interacted with the struggle for control and need for security that was experienced within the disorientation of their new role (e.g., "I wanted them to accept me, but I wanted them to know that I was the boss here"). This dynamic process was a continual struggle for the first year teacher.

Evaluation of Goal Success

The teachers in this study evaluated their success in becoming teachers through: (a) meeting content and process needs, (b) ability to be in control, (c) finding physical and emotional security, and (d) reaching a sense of affiliation, as seen through their own particular orientation.

Success as a teacher was evaluated through the achievement and behavior of students (e.g., "Evaluation of the students was for myself, my own strengths as a teacher. It let me know how they were doing, but basically let me know how I was doing"). Initially this task was very hard to achieve. The goals they set were often too large and they were unable to see the smaller areas of accomplishment that were being achieved both by themselves and their students. Thus, the novices were often frustrated by not having their whole goal achieved (e.g., "I thought there was something wrong with me. Maybe I wasn't pushing them enough. Make them work harder"). JoAnne's consistent emphasis on relationships and process allowed her to see success where others would only see failure (e.g., "Build on something and then give them some more things to change so that they aren't overwhelmed and they just give up"). The novices began to search for an understanding of why student academic achievement and behavior in the classroom was not what was anticipated and often changed their orientation goals after discussion with peers (e.g., "I discussed with other teachers what is acceptable, where to set limits. I found that lots of times my standards were a lot higher than they should be"). Student reactions were also used to evaluate their success as teachers (e.g., "[Their] smiles and hugs, their love and caring, their feelings -- good and bad -- have been a most positive, heartwarming experience. I need to be involved in such an environment and in doing so I know that I'm successful at what I'm doing").

Their sense of control over their ability to meet orientation goals also informed them of their success. The initial need for control combined with the inability to take control led to a sense of failure (e.g., "I was totally frustrated and I felt helpless that I couldn't end this attitude that was embedded in this little girl"). As the novices gained a sense of security and familiarity with their role, their perceptions of control changed and they began to evaluate their success from a different perspective (e.g., "I used to solve all their problems and always got myself involved and then I said, 'No. Step back. Let that child solve the problem'").

Their sense of security was also a measure of goal success. Being seen as competent by others, but not having an internal sense of competence led to anxiety (e.g., "I have to start producing and I don't know if I can do this"). As they became better able to re-orient their goals to reality based expectations, a more realistic assessment of their success became possible and they gained a stronger sense of security (e.g., "I finally realized that I couldn't do it all and so not to kind of make yourself feel so bad or torture yourself with the fact that 'I should be doing this, I should be doing that'").

Success was also measured by comparison with peers when there was a sense of affiliation. Perceived commonality allowed David and Linda to establish reality based criteria for assessing their success as teachers. Affiliation provided a goal to strive for as well as a sense of acceptance by peers of the effort they were making to achieve those goals (e.g., "After a while I never felt that there was a question that was not appropriate. I felt very comfortable with that"). Lack of affiliation eliminated a powerful measure of goal success (e.g., "I really miss having that experience [regular class] because this is just a whole different thing and I don't know what it's like. I can't compare").

The discrepancy between the novices' initial goals and their perceived success forced them to search for a deeper understanding in order to achieve reconciliation.

Search for Understanding

The anxiety that was experienced between the desire to meet orientation goals and the ability to do so forced the novices to search for a better understanding of their roles in meeting content and process needs as well as finding security and affiliation within their role (e.g., "I think my initial reaction to [lining up] was 'Why don't they get this on the first shot?'"). At times new knowledge allowed the novices to more successfully meet their initial goals. However, they often found that new understandings awoke new perceptions of their roles as teachers (e.g., "I began to wonder who was controlling whom. What effect was I having on this child, or was reality the other way around?"). The strength of the original orientation affected the ease with which they were able to be open to the implications of new understandings (e.g., "Everybody comes in here and they recreate the wheel every year all over again and to me it's such a waste of time and energy. I don't understand it").

As the novices developed more pedagogical awareness, there was often a sense of anger and guilt over their inability to see something so obvious sooner (e.g., "I remember coming back to work feeling angry at society, at the home, at myself. Here I was badgering this little girl about 'your capabilities to do better' and not once having thought about other factors that were part of this girl's life"). The awakening of pedagogical understanding allowed more open access to their overall goal of becoming teachers.

The most obvious commonality that the first year teachers in this study shared was their lack of lived-experience with the teaching role. This commonality provided a very strong empathic bond among novices. Having access to other novices provided an additional area of support that could not be found in veteran teachers. Linda felt fortunate to be one of three new teachers in the school (e.g., "We supported each other a great deal. It was moral support more or less because we were all teaching very different things. We all knew that we were going through the same thing").

Lack of experience of the lived reality of being a teacher prevented the novices from bringing a realistic orientation to the profession. As they became familiar with previously unknown aspects of the teaching role, they were able to develop an experientially based understanding of the teaching life-world (e.g., "I think just about everything I did I learned something from. There's always a way that's easier after you've done something once"). It was only through the painful struggle of learning to deal with pedagogical situations from within the teaching life-world that they were able to move toward becoming teachers.

Changes in Role Orientation

As the novices began to develop reality-based understandings of being teachers, they were able to incorporate these understandings into their orientation.

These changes were often small and painful, but were a necessary part of the struggle to become teachers (e.g., "I had certain ideas about what a teacher was, but I was feeling my way around, constantly grasping at straws. Am I this image of what a teacher is?"). Each change that was integrated into these new orientations provided a different way of seeing themselves as teachers. Each change was tried out and tested in the lived-world of teaching (e.g., "Somehow -- with trial and error -- I was able to 'design' an environment that was conducive for learning.") These changes were tested against a background of uncertainty (e.g. "I doubted whether I was teaching what I was supposed to be teaching all the time"). Often new perceptions were extremely difficult to integrate into actual behaviors and the novices were left feeling insecure about their actual abilities to teach (e.g., "You know that's what you're supposed to do, but it's very hard to do all of the things you know you should").

The dynamic flow of themes was continually recycled as the novices changed orientations in their journey toward becoming teachers (e.g., "You walk in here and what do you have? Nothing! You have the things you bring the first day in that little box and that's it. So basically you create what you have in here. You create your teaching position from nothing").

VI. General Discussion

A. Limitations of this Study

Methodological Reflections

My phenomenological interpretation of the data illuminates one perspective of the experiences of the four first year teachers in this study. Other interpretations and perspectives are indeed possible and should be encouraged in order to uncover more of the mystery of becoming a teacher.

Phenomenological research is always a beginning. One of the hardest parts of this study has been determining when to stop. Far from feeling finished, I am feeling that the horizon keeps moving further and further into the distance. Rather than coming up with definite answers, I feel that I have uncovered a multitude of questions. Phenomenological research is truly continuous because it reflects the dynamic nature of lived-experience. The more we come to know, the more our knowledge recedes into insignificance in light of the awareness of the vastness of our ignorance.

Focus

The focus of this particular study was on the lived-world of four first year teachers within the social system of their particular schools. While common themes were extracted for experiences within the school system, the direct influence of society as a whole was excluded.

However, concerns about becoming "the image of what a teacher is", meeting parental as well as school district expectations, and combining humanistic ideals with utilitarian practicalities, all pointed to the teachers' uncertainties about their responsibilities within a more expansive social context. In an atmosphere of diverse societal goals and expectations, it is no wonder that the teaching profession reflects equivocation and uncertainty.

The personal characteristics of the novices in this study were also not a major focus. The intent of focusing on common experiences necessarily filtered out idiosyncratic responses. While the importance of the orientation of the novice did emerge as a common theme, the focus of this study did not include deeper analysis of the effects of these personal characteristics upon each individual's transition into teaching.

B. Contributions of this Study

In doing this study, I believe that I have begun to uncover what Zeichner (1983) describes as the "generalizations which transcend the specific situations studied" (p. 34). The themes that emerged from the experiences of the four teachers in this study may help in looking more deeply at the underlying meaning of the experiences of many first year teachers.

Responses from a number of novice and veteran teachers to the schematic representation of the experience of first year teachers in this study have encouraged me to believe in the possibility of the usefulness of this schematic in exploring, both qualitatively and quantitatively, themes that are essential to the professional career development of teachers. However, further research on these themes is necessary before broader generalizations can be made.

Many times during the process of interviewing Barbara, David, Linda, and JoAnne, I was struck by comments that emphatically and succinctly validated previous research findings. As I re-read my literature review, which had been set aside during the data collection and analysis stages, I found myself nodding in agreement with other researchers' conclusions. I had initially viewed these conclusions as isolated bits of information. After completing this study, I had a holistic framework to use in synthesizing others' conclusions. I also had a deeper understanding of the meaning of previous conclusions and their impact on the life-world of beginning teachers.

The interrelatedness of the themes that emerged in this study provide a backdrop of deeper meaning into which previous research findings can be fitted. The following section is an attempt to express this deeper understanding of the essential qualities of the experience of learning to teach.

C. Learning to Teach

Modes of Dwelling

The inner life-world of being a teacher can never be fully experienced while one dwells as a student. Heidegger (1977) speaks of dwelling as "the way in which you are and I am, the manner in which we humans *are* on the earth" (p. 338). He further elaborates on dwelling, concluding that, *"only if we are capable of dwelling, only then can we build"* (p. 338). As long as one dwells as a student, learning about teaching will necessarily be interpreted from the perspective of a student. In this mode of dwelling, the student always sees him or herself as a learner. But what is really being learned here? Whether the student is intrinsically motivated to acquire as much information as possible in order to feel prepared to teach, or whether the student is extrinsically motivated to get good marks on coursework in order to be perceived by others as capable of being a good teacher, the lack of existential experience of being a teacher limits any knowledge gained to the category of acquired information. It lacks personal meaning and is thus only superficially understood. "What is genuinely learned and actually lived out and what is merely acquired information removed from our actual lives are two distinct phenomena: 'acquisition of information is not learning'" (Colaizzi, 1978a, p. 128).

These students often leave their preservice training feeling well-prepared to teach. They believe that they have the knowledge and background that will enable them to prepare and carry out an educational program with their students.

Disillusionment and anxiety soon set in when the novice has to actually begin building a program. Bollnow (1961) describes the act of building as creating a cosmos in a chaos. Linda, Barbara, and David all began their teaching careers by asking "Where do I start? What do I do?" Because they were still dwelling as students, they were incapable of building an educational cosmos. The learned-content that they had extracted from their university courses was suddenly seen as irrelevant, superficial, and even useless. There was so much more that they needed to know, but they only became aware of this need once they actually attempted to dwell as teachers. It was at that point that genuine learning, as Colaizzi (1978a) describes it, began:

> Our learning provides us with a, literally, new world to live in. Facts acquire new interpretations, percepts appear different, words and language sound different, feelings are experienced less blindly, and people behave and act with new and different meanings for us. (p. 129)

Thus, just at the time when one expects to be able to put one's learned-content about teaching into actual practice, to be able to teach the way one has learned, there is an overwhelming realization that one really knows nothing at all about teaching. This feeling was expressed to Horowitz (1984) by a first year teacher, "Why did you abandon us just when we needed you the most?" (p. 5). What has been learned as a student seems insignificant in light of the vastness of unknown factors that need to be known for one to begin to dwell and build as a teacher. However, at this point there is no time. Ready or not, one must accept the responsibilities of a teacher.

The Self becomes lost and disoriented. The self-as-student is incapable of dwelling as a teacher; the self-as-teacher is at present unattainable. The inability to *be*, to exist as one's Self in a new life-world, leads the novice to dwell inauthentically. Colaizzi (1978a) describes inauthentic existence as follows:

> That which is essentially myself, my authentic selfness, is typically lost to me in so far as I lose myself in self-alienated anonymity and inasmuch as I become dissolved in what phenomenologists call "the they". In this mode of deprived authentic existence, I am most inclined to operate according to "what is commonly believed." In this common, average, everyday kind of living, I exist inauthentically. (p. 131)

Thus, the novice often turns to peers, veteran teachers, in search of a superficial authentication of Self. One must *be* something. The novice begins to assume the exterior trappings of a teacher in an attempt to be seen as a teacher by others. When one is attempting to act like a teacher, it is necessary to have the appropriate props to give the performance an illusion of reality. Thus, the accumulation of concrete resources -- books, displays, materials, commercially prepared learning resources, and materials gleaned from veteran teachers help give the novice support in the attempt to dwell as a teacher.

In order to enact a convincing performance, the novice also needs to assume appropriate teacher behaviors. Opinions of veteran teachers about discipline techniques, appropriate expectations, and philosophical assumptions may be vicariously absorbed in the urgent search for teacher identity. However, being able to act as a teacher does not relieve the distress of inauthenticity that is felt by the novice. "Genuine learning refuses to either equate itself with or insist upon fast and cheap success" (Colaizzi, 1978a, p. 130):

The novice at this point of inauthentic dwelling competently performs as a teacher on the outside, but is devoid of a sense of confidence or competence on the inside. Cues are taken from "the they" and evaluation of a successful performance is measured by "their" reactions - the reactions of students and peers.

A sense of commonality with "the they", where the novice feels perceived as "one of us" gives the novice the courage to risk jumping the abyss from student to teacher.

> This loosening of old ties is always dangerous, because it is always risky to disturb solid worlds which had previously served as the foundations of our lives, especially since at first it isn't immediately obvious that there will ever be new, solid grounds to stand on. (Colaizzi, 1978a, p. 130)

Once one has reached the solid ground with the support of "the they", it becomes possible to choose to dwell authentically as a teacher. "Authenticity is the deliverance of myself from 'the they' back to my own Self" (Colaizzi, 1978a, p. 132).

Lack of affiliation, being accepted only for what one does, not what one is, leaves the novice continually controlled by "the they". The ability to dwell authentically demands a respect for the Self. When one is attempting to conceive a new Self, the support of those who already exist in that world is necessary. "Nothing forces me to risk returning to my Self, for I can continue to exist inauthentically unless I choose otherwise out of an abiding respect for this Self who I am" (Colaizzi, 1978a, p. 132).

How many teachers ever reach this stage of authentic pedagogical dwelling and thus genuinely learn to teach? How many remain trapped in the props and behaviors of a good performance, controlled by reactions of "the they"?

Theoretical Abstractions vs Experiential Reality

Preservice university courses for education students contain much information *about* teaching. However, learning about something with which one has little or no experience is superficial at best and misleading at worst. Because of their mode of dwelling as students, the learned-content that students of education extract from their courses is necessarily related to their experience as a student and their background of personal experience. This background, cultivated in our society, often leads the student to believe that all can be known about the subject under study, and one can become an expert and be well prepared to deal with future situations. However, Colaizzi (1978a) points out that, "*genuine learning is never completely achieved* because our living of something is never absolute or totally finished" (p. 129).

Students often focus on the content of the courses, believing that this content will provide the answers to future situational problems. However, as in Schon's analogy (1987), the solid high ground of theory is very different from the swampy lowlands of actual practice. This dilemma is also referred to by Yinger as uncertain practical problems (see Chapter II).

Unfortunately, education students, wanting to be well-prepared for their future careers, often believe that the theoretical abstractions, which they struggle so hard to learn, will provide them with the background and understanding to handle their classroom situations.

As Colaizzi (1978a) states, "*a learner believes what he has learned to be true*" (p. 124). Thus, novice teachers enter the profession with idealistic preconceptions of what teaching will and should be like as lived. They mentally negate or have no conception of the uncertain practical problems with which they will need to deal hundreds of times daily.

The confident exuberance that is often felt at graduation is soon transformed into insecure apprehension as the novice is continually faced with the uncertain practical problems of lived experience. Thus, not until one enters one's own classroom, is it possible to genuinely learn what teaching is. As Colaizzi (1978a, p. 129) states, "*genuine learning radically restructures our world-views of something* ... somehow, we no longer see it in the same light."

This genuine learning often takes the form of disorientation and disillusionment. What the novice had been led to expect is not found in actual fact. Theoretical abstractions are tossed aside and the novice turns to personal resources in order to survive in the swampy lowlands.

> Genuine learning exacts from us an existential commitment, in the face of "all opposing meaning-ideas," that may be exciting, enjoyable, or disturbing, but which cannot be ignored and which definitely is not boring. It cannot be boring

> because it pertains to our very lives. (Colaizzi, 1978, p. 129)

The novice begins a trial-and-error search, attempting to salvage at least some of the idealism that made teaching so attractive in the first place. As the novice begins to develop a new sense of orientation that takes into account a newly discovered world-view, previous theoretical abstractions begin to be recognized from this new perspective. As Colaizzi (1978a) states, "we had heard it all before, but this hearing was cognitive and abstract, intellectual theory, mere head-trips. But we hadn't existentially known it in the sense of its having been incorporated into our actual lives and experiences" (p. 128).

The novice is often left feeling guilty that it took so long to understand, to see the relationships between the theoretical abstractions discussed at university and the specific problems of their lived teaching experience. Being overwhelmed by the need for immediate, specific solutions does not allow the novice time to reflect on the abstractable generalities for which their problem is only one example. Because of the contingent and situational nature of teaching, generalized theoretical constructions often cloud the ability to see the uniqueness of each student.

Too often the novice is left to flounder alone in the swampy lowlands. However, this stage of genuine learning determines the novice's future career direction. As Colaizzi (1978a) points out, "what we genuinely learn we follow through on as a *liveable idea* which bears on the unfolding *meaning* of our existence" (p. 129).

How many novices are presently being helped to integrate their theoretical ideals with the actualities of classroom life? How many are being helped to find meaning and purpose in their careers; how many are being left to wallow in disillusionment? As Williams (1986) states:

> Teachers who find a way of integrating their idealism with the realities of the system seem to assume a career stance of lifelong growth. They take a vital interest in their students and their careers and continue to grow and learn. (p. 197)

More emphasis needs to be placed on the transition into teaching so that novices are supported in developing an attitude of lifelong learning.

Development of Pedagogical Awareness

Pedagogical awareness cannot be taught, it can only be learned. It is an attitude, a way of being that can only be developed by the individual through lived experience in a pedagogical relationship. Much of the unknownness about teaching, the part that each individual must struggle through to learn existentially, involves the development of personal praxis, or pedagogical thoughtfulness. The novices are overwhelmed by a sense of not knowing coupled with their inability to identify what it is they need to discover. They don't know what it is they are supposed to see, and even when they see it, they don't recognize it as the thing they were looking for.

The novice enters teaching with a tremendous sense of responsibility; however, this *response ability* is hampered by the inability to see pedagogically. Teacher responses are often inappropriate or reactive because of the inability to see and respond in a truly pedagogical manner. The novice makes futile attempts to be in control, to make the responses of others fit with self-expectations. If one is able to control, then one will know what to anticipate and will thus be capable of an appropriate response.

Linda, Barbara, David, and JoAnne were all filled with a sense of doubt. Although the self-doubt, the caring for, and the commitment to being responsible to one's students create a lot of personal pain, they are necessary in the development of true pedagogical competence. By openly searching to understand how the student is experiencing this thing called school, pedagogical relationships are conceived and gradually nurtured into pedagogical competence.

When the novice develops a pedagogical orientation through the experience of being with students, it then becomes possible to learn to teach -- a learning that is a lifelong process. "Because pedagogy is in an ultimate or definitive sense unfathomable, it poses the unremitting invitation to the creative activity of pedagogic reflection which brings the deep meaning of pedagogy to light" (van Manen, 1989, p. 135).

Teacher educators who discourage this continuing sense of self-doubt and wonder by providing superficial answers and solutions to educational problems are discouraging pedagogical competence and encouraging society to remain in "Knots".

> There is something I don't know
>   that I am supposed to know.
> I don't know what it is I don't know,
>   and yet am supposed to know,
> And I feel I look stupid
>   if I seem both not to know it
>   and not know *what* it is I don't know.
> Therefore, I pretend I know it.
>   This is nerve-wracking since I don't
>   know what I must pretend to know.
> Therefore, I pretend I know everything.
>   - R.D. Laing, "Knots" (1970)

D. Implications for Teacher Education

If learning to teach is indeed a lifelong process of professional development, it must no longer be only given lip-service. At present, the division between preservice and inservice education perpetuates the illusion that one can be prepared to teach before entering the profession. No matter how much the concept of continuing professional development is discussed, until this concept is implemented into a lived reality of continuing professional development, the futures of students and teachers will continue to be jeopardized. By leaving continuing professional development to the haphazard discovery of individuals, teachers are not receiving the necessary support to develop their full pedagogical potential.

While school boards and faculties of education often recognize this problem, and individuals can be found who are attempting to develop a more integrated approach to teacher education, it is time this problem was given a stronger focus. Therefore, I put forward the following recommendations for consideration.

General Recommendations

The following recommendations describe ways in which preservice and inservice education can become more of a continuum that stresses teacher education as a process of lifelong learning.

1. That university and school based educators work more closely through collaborative efforts to develop a deeper understanding of the lived-experience of teachers and students within schools.
2. That provisions be made for students of education to be integrated into schools from the beginning of their preservice education. Courses about teaching held at the university could then draw upon the students'

lived-experience of working with children rather than only theoretical abstractions.

3. That teacher educators be identified within school systems and be given more training in the supervision and training of education students and support of novice teachers. These teachers could also work collaboratively with university personnel to develop better teacher education programs for both novice and veteran teachers.
4. That from the beginning of preservice training, education students be encouraged to develop an open, questioning attitude which will enable them to look more reflectively at themselves, their students, and the programs they will implement. This attitude is also crucial for instilling a lifelong learning perspective.
5. That teachers in the field be given time and guidance to develop a more reflective attitude toward the teaching profession and to develop more awareness of their personal strengths and contributions to the profession.
6. That the transition from student to teacher be more gradual with school based and university personnel working together to provide a continuum of school experiences, theory, and reflection.

Recommendations for Preservice Education

The following recommendations describe ways of helping students to develop a more realistic conception of what teaching is like as lived combined with a more realistic awareness of their own expectations, values, and abilities.

1. That students have more opportunity for field experience, both through teaching and observation, that is directly related to the educational issues dealt with in coursework. The integration of field experience with coursework would lead to more personal relevance and development of pedagogical praxis.
2. That students receive coursework that explores group dynamics, interpersonal communication, proactive discipline techniques, student evaluation, teaching and learning styles, and creative problem solving.
3. That students be encouraged to reflect on their personal and professional growth through keeping a journal where personal concerns, insights, opinions, and questions are recorded. Students could then attend seminars where issues recorded in their journals could be volunteered for group discussion. This could lead to a more open, reflective attitude in students as well as develop affiliation and cohesiveness that could help support them in their teaching careers.

Recommendations for Novice Support

The following recommendations provide suggestions for helping the first year teacher to make as comfortable a transition as possible into the lived reality of becoming a teacher.

1. That novices be assigned their school, classroom, and

teaching assignment as soon as possible after being hired in order to lessen anxiety and initiate a sense of belonging.

2. That novices receive a handbook when they are hired that outlines district-specific procedures, organization, facilities, and resources in order to help lessen the initial sense of disorientation.
3. That novices receive specific orientation at the school level that includes familiarization with the physical facilities and resources as well as school specific policies and expectations.
4. That novices be assigned a teacher "buddy" at the same grade level to help orient the novice to curriculum and classroom concerns. Buddies should be empathic, open teachers who have received training in the needs of novice teachers.
5. That novices who are the only teachers in the school teaching a particular program (e.g., Kindergarten, French, Music, Special Education) be helped in making contact with other teachers in their specialty area in order to help meet their affiliation and support needs.
6. That novices be given release time from their classrooms to attend sessions with other novices. These sessions would be facilitated by teacher educators with successful classroom experience and would include the following issues: a) proactive discipline techniques, b) effective lesson planning, c) classroom organization, d)

student evaluation, e) meeting individual student needs, f) group dynamics and g) time management. These sessions would provide the novices with specific information as well as provide time for sharing concerns, reflections, ideas, and materials.

7. That novices be given the opportunity to visit other classrooms in order to observe specific techniques that they feel they would like to implement.
8. That novices be encouraged to discuss their concerns about teaching with an open, empathic colleague in order to increase self-awareness, build emotional security, and develop an attitude of life longlearning.

Implementation of recommendations is often difficult because lived reality is never as easy and uncluttered as theory makes it out to be. Just as the first year teachers in this study discovered, the implementation of ideals is confounded by infinite unknown variables, personality differences in philosophies and values, and lack of resources including time, money, and personnel. However, it is always better to take one small step toward the enlightenment provided by a vision, than to wander in the darkness of disillusionment.

7

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Appendix A. Letter to Co-Researchers

Dear

I am presently working on a Master's thesis at the University of Alberta and I would appreciate some help from you. I will be exploring what elementary teachers' experiences are when attempting to put their theoretical knowledge of teaching into actual practice in the classroom. Because I believe that this transition is most dramatic for first year teachers, I would like to invite you to participate in my thesis project.

Your participation would be invaluable in helping school boards become aware of the needs of first year teachers as well as understanding how teachers in general experience the implementation of new programs. All data that is collected will be kept confidential and your name would not be used. You would be free to withdraw from the project at any time.

In order for you to get to know me a little better, I have enclosed a short resume on the next page. I have also enclosed a summary of the research project. I sincerely hope you will want to participate in this project. If you have any questions, please leave a message at the University of Alberta Educational Psychology Office (492-5245).

Sincerely,

Personal Resume

My name is Margaret Olson and I am presently on leave from the Edmonton Public School Board where I have been an elementary teacher (mostly Kindergarten and Grade One) for 19 years. I entered a Master's program in Educational Psychology because I believe that understanding the way people feel about themselves and others may be the key to developing a better society.

I have found that by discussing problems of teaching with colleagues I have been helpful to them as well as gaining new ideas and perspectives for myself.

In doing a similar study with student teachers last year during their 330 practicum, I found that the participants really enjoyed being involved in the study, felt comfortable discussing the good points and bad points, realized that others' experiences were similar to their own, and developed a better understanding of their experience. I feel that I would be a much better cooperating teacher or faculty consultant after participating in the study. I was also able to make recommendations for changes in the practicum program that have been looked at by the practicum associates.

I am looking forward to meeting you and believe that this project will be mutually beneficial to all those involved.

Research Project Summary

In order to develop a better understanding of how first year teachers subjectively experience the transition from theory to practice, I would like to have a short written account of the experiences that were meaningful to *you*.

By asking specific questions or using a questionnaire, I would be limiting the information I receive from you. I might also miss the things that you found to be really important. The most important thing in this study is your actual experience and the meaning you attach to it. I have included a few ideas that you might use as a starting point. You would not need to write about all of these and there may be others that you feel are more pertinent to your experience. Put in anything that you felt was relevant.

How were your experiences different from what you expected? In what ways did your colleagues help or hinder you in your transition into teaching? How did the students influence the way you implemented your theoretical knowledge into actual classroom practice? How did the physical structure of your school and classroom affect your teaching style? Did some words take on different meanings than they had previously? In what ways did you feel unsure of yourself; in what ways did you develop confidence? What made you comfortable; what would you like to see changed? How did teaching affect you physically and emotionally?

After discussing your written account with you, I will try to come up with some themes that are common to you and other first year teachers. I would also like to have one or two taped interviews with you to discuss more fully your experiences. We might have a group interview as well if it seems beneficial. The total time involved for you would be approximately 5 hours. Interviews would be set up at your convenience.

EDMONTON PUBLIC SCHOOLS

September 30, 1988 (File #113)

Mr. W. A. Kiffiak
School Liaison Officer
Division of Field Services
University of Alberta
Edmonton, Alberta
T6G 2G5

Dear Mr. Kiffiak:

RE: Research Request: From Theory to Practice: A Phenomenological Study of First Year Teachers. Margaret Olson

The above research request has been approved on a permissive basis following examination by our department. The approval is subject to the following conditions.

1. Teachers participation in the study to be voluntary;
2. The results of the study will be provided to the teachers and the district in summary form;
3. Anonymity of the teachers and the confidentiality of information obtained is assured.

Ms. Olson should now contact first year teachers from the attached list in order to seek their agreement to participate in the study and to make the necessary arrangements.

It is not possible to provide a list of other Elementary teachers who would be prepared to participate in the study. It will be Ms. Olsons' task to find suitable persons from her personal contacts.

I wish you success with the project and look forward to receiving a copy of the results.

Yours sincerely,

S. van der Valk.

Simon Van der Valk
Supervisor Monitoring

SVV/lg

cc: Ms. Margaret Olson
University of Alberta

Appendix B. Thematic Abstractions: Barbara

The following table contains the transcription of written and interview material received from Barbara. Column 1 contains numbered meaning units from the actual protocol. Column 2 contains paraphrases of the meaning units (the first step toward the abstraction of themes). Column 3 contains the descriptive themes that were then clustered (see Table B-2) to provide a first order level of abstraction of Barbara's experience as a first year teacher.

Table B-1

Thematic Abstractions of Barbara's Experiences

	Excerpts from Transcribed Interview	Paraphrases	Themes
1.	I was really excited, but it was just a half-time position so I thought "Is this what I really want? Maybe I should stay on the sub list."	Discrepancy between goal aspiration and opportunity led to difficulty in making a decision.	Ambivalence about Goal Opportunity
2.	I talked it over with a couple of friends and they said it's better than subbing.	Need to draw on perceived experience of others.	Need for Decision Making Criteria, Informative Friends
3.	Once I got over the excitement, I thought "Now what do I do? Now I have to start performing."	Apprehension about one's actual abilities in a new situation.	Performance Apprehension, Role Disorientation
4.	I have to start producing and I don't know if I can do this.	Uncertainty about one's actual teaching ability leads to anxiety.	Performance Anxiety, Self-Doubt of Possibility of Goal Achievement
5.	I didn't know for sure if I would have a classroom or not.	Uncertainty of having a place to start.	Uncertainty of Having a Place
6.	I came in a week before and familiarized myself with what was available as far as supplies and materials.	Need to orient self to physical environment, concrete resources available.	Familiarization with Materials
7.	Everybody else was so busy doing things. They were all in their classrooms and I thought "What am I supposed to be doing?"	Lack of classroom prevents sense of commonality; activity of others reinforced sense of disorientation.	Feeling Out of Place, Role Disorientation, Comparison with Peers

8.	I know I have to come up with long range plans, but first I have to familiarize myself with what's available and the students I'm going to have.	Unfamiliarity with situation makes knowing where to begin planning very difficult.	Need for Experience Before Planning, Need for Place to Start
9.	I know there's going to be a lot of work in teaching. This is a big job, an important job, but where do I start, what do I do?	Lack of structure in beginning something one desires to do well in leads to feelings of anxiety.	Role Disorientation, Sense of Role Responsibility, Need for Place to Start
10.	I was ready to start decorating a room.	Focus on physical aspects of space.	Need for Physical Orientation
11.	[Having a room] made me feel a lot better. This is my room, my place. That was really important.	Having own space gives a sense of belonging, permanence, concreteness, and security.	Security of Place, Physical Sense of Belonging
12.	I was never totally happy with how I had [the room]. I changed it around many times and kept feeling my way around, seeing if it would be more comfortable.	Searching for security through physical environment.	Search for Integration of Self and Place
13.	I was so afraid to give anything up. This would be so handy, I should think of something really neat to do with it.	Lack of experience and resources makes one hang onto anything available.	Search for Security Through Physical Resources
14.	I really had no idea what I wanted or what to expect. I had picked up a lot of things of my own and that's what I was planning on using.	Inability to develop expectations for something that one has not personally experienced.	Need for Experience to Build Expectations, Lack of Expectations
15.	Anything I found here was just extra. I was really happy with what was here.	Expected to use own resources; other resources were seen as complementary.	Satisfaction with Available Curriculum Resources

16.	There were some things that I never got around to using - I think they were good, but I just never had time.	Not enough time to do everything.	Overabundance of Curriculum Resources
17.	The principal pointed [the materials] out to me, but she didn't know anything about it, how to use it. She just said "Here it is. Do what you want with it."	Freedom to make decisions seen as lack of guidance.	Inappropriate Guidance from Administrator, Perceived Lack of Administrative Support
18.	Maybe I had more freedom than I was aware of. That was a real problem - I wasn't aware of how much freedom I had.	Anxiety because of not knowing what the limits were.	Unaware of Role Boundaries
19.	I don't want to step on anyone's toes. I don't want them to think I'm too pushy, I don't want them to think I'm too much of a coward.	Concern with others' perceptions of self.	Need for Peer Acceptance, Ambivalence in Meeting Others' Expectations
20.	It was really an uncomfortable situation. You really have to feel your way around to see what you can do and what you can't.	Anxiety created from not being aware of what the limits of one's authority are.	Unawareness of Role Boundaries, Need for Experience to Discover Role Boundaries
21.	Like if I wanted to take the kids for a walk. I thought, "Well, I probably have to fill out a form." So I had to check that out.	Finding a balance between own decisions and permission from others.	Ambiguity Between Role Freedom and Responsibility, Need for Confirmation from Others
22.	The teachers were helpful. Because I was teaching their kids for one hour a day we had to work together to a certain extent.	Saw shared students as basis for self acceptance from peers.	Acceptance by Peers Based on Concern for Students

23.	With one teacher it was fine. With the other one I thought he felt that he was losing one hour out of the day.	Working with peers can provide support or lead to self-doubt.	Discrepancy in Peer Acceptance of Program
24.	[My program] seemed to really upset him so that was kind of uncomfortable.	Lack of program acceptance from peers leads to anxiety.	Lack of Program Acceptance by Peer
25.	This empty classroom. The walls, they were so empty. Even though I had some charts, I put them up and they covered one corner, but the rest was still empty. The walls seemed big and bare.	Empty classroom reflects own lack of resources.	Reflection of Inadequacy, Lack of Classroom Resources
26.	As time went on I felt really close to the kids, I really enjoyed them.	Positive relationships, attachment can develop with familiarity.	Need for Experience with Students, Sense of Affinity with Students
27.	The first day I was nervous. I'm sure I didn't sleep a wink the night before thinking, "What am I going to say? What am I going to do? What are the kids going to say?" and how is it all just going to work out.	Fear of the unknown can lead to anxiety.	Apprehension about Own Abilities, Performance Anxiety
28.	I was more aware of myself. What I was saying and how I was coming across to them.	Perceptions of how the lesson went are very self-centered.	Self-Centered Focus of Lesson Presentation
29.	I wanted them to accept me, but I wanted them to know that I was the boss here.	Ambiguity between meeting student needs and meeting own needs.	Need for Acceptance from Students, Leadership Anxiety.

30.	I get too friendly with the kids and they'll punch me in the arm or throw their arm around my neck and give me a hug and I think "I don't think you should be treating a teacher that way.	Concern with being accepted as a teacher while still meeting self and student needs.	Non-integrated Sense of Self, Need for Acceptance from Students
31.	I want them to know they can come to me if they have a problem, but you also have to be quiet when I need you to be quiet and that's really difficult if you're too friendly.	Discrepancy between staying open to student needs and meeting own needs.	Ambivalence Between Freedom and Control with Students
32.	I'm not an authoritarian person even with my own kids. It doesn't come naturally so it's really difficult to really take charge.	Assuming leadership role did not fit with previous self-perceptions.	Anxiety in Integrating New Self-Perceptions, Leadership Anxiety
33.	Having the oral atmosphere is nice because it's more relaxed and friendlier.	Awareness of atmosphere that fits own needs.	Sense of Belonging
34.	A lot of [my training] did apply but it took me a long time to realize a lot of it.	Ability to integrate theory with lived experience takes time.	Need for Experientially Based Understanding of Theory, Need for Time
35.	I studied hard and I did fairly well in all my psychology exams, but when it came down to working with this kid, I didn't remember what I had read or what I was supposed to do.	Theoretical training was not retained.	Feeling of Failure, Lack of Preparation Retention
36.	I had to dig out some books from CEC with ideas for behavior mod which helped a bit.	Locating appropriate resources provided some support.	Informative Resources

37.	Maybe I should have learned more in the courses, maybe it should have stuck in my long term memory.	Feelings of guilt and self-doubt about recall of university preparation.	Uncertainty about Own Competence
38.	Dealing with organization one begins to feel totally bogged down.	Feeling inadequate about making choices, deciding on direction, handling everything at once; inability to set priorities.	Overwhelmed by Own Organizational Inadequacy
39.	Things like marking papers or forms to be filled out, staff meetings. It just goes on and on. All of this paper work plus lesson planning plus my own family and everything else I have to do. How to organize my own self - how to organize my time.	Difficulty dealing efficiently with a variety of conflicting roles and responsibilities.	Conflidting Role Responsibilities, Need for Time Management Strategies
40.	What's really important has to be done. It could be something different every day. If there's a deadline, something that's going to affect someone else, then it's very important.	Learning to set priorities; influenced by perceived needs of others.	Setting Priorities Based on Others' Needs
41.	I didn't expect there to be so much of it. I had visions of marking papers and this and that, but not all the hours that it actually took.	Unrealistic expectations of time involvement.	Unawareness of Time Requirements, Need for Experientially Based Understanding of Time Requirements
42.	There's so much of it. I don't think any of it is that difficult. It's just that there's so much.	Overwhelmed by amount of work that is required.	Overwhelmed by Amount of Work

43.	I didn't know exactly what was expected of me and that really upset me. You can do as much as you want extra, but these things have to be done and I never found out what those things were.	Needed specific expectations for self set out by one in authority.	Frustrated by Lack of Awareness of Role Requirements
44.	I kept trying to do as much as I possibly could, but there always seemed to be something else I could be doing.	Not able to set own limits; wanted to do it all; unrealistic expectations of self.	Inability to Set Own Realistic Role Limits, Sense of Insufficiency
45.	I'm really hard on myself that way. If there's something that could be done, then I have to... I should be doing it.	Need to prove self as competent does not allow one to set realistic limitations. Inability to be selective in setting self-expectations.	Inability to Set Limits for Self
46.	I could figure out "how to do", that didn't bother me as long as I know that I'm accomplishing what I'm supposed to be accomplishing.	Need to know specific expectations in order to guage own accomplishments.	Frustrated by Lack of Awareness of Role Requirements
47.	I expected to have all these children sitting there with their eyes on me and their mouths open, ready...	Assumed that students would have the same goals as she did.	Idealistic Vision of Student Attentiveness
48.	Our principal had a policy of "You handle the discipline yourself."	Perceived lack of support from one in authority.	Perceived Lack of Administrative Support
49.	You go through all of those low key things - you look at them, and stand by them, and put your hand on their shoulder, but if they continue - what then?	Disillusionment with procedures that "should" work; lack of ability to create appropriate alternate strategies.	Disillusionment with Ineffective Strategies. Inability to Create Alternate Strategies

50.	Of course we try to be as positive as possible, but there are always a few who should be booted out of the room.	Frustration with students who do not share own goals for learning.	Discrepancy Between Own and Student Needs
51.	Last year I thought "The principal said 'No' so it's no." There's no choice.	Felt intimidated by authority of others.	Lack of Freedom
52.	I spent hours and hours and hours on planning and so on. The others were out the door at 4:00 but you look in and their classrooms are organized and everything is neat and orderly and beautiful.	Feelings of incompetence when comparing self to others.	Sense of Inadequate Time Management, Comparison with Peers
53.	They come in with a smile on their face. I've been up all night, I'm so tired and still haven't accomplished nearly as much as they have.	Inability to keep up with other staff members.	Comparison with Peers, Sense of Inadequate Accomplishment
54.	I'm a lot older than 25 and I feel that I should be more competent and that upsets me.	Perception of age being related to competence causes anxiety.	Performance Anxiety, Sense of Incompetence
55.	With other jobs I was younger and I could handle being incompetent.	Competence equated with age, not experience.	Unrealistic Self Expectations
56.	You have to figure it out for yourself.	Personal experience needed for learning to take place; internalizing a role is a personal struggle.	Internal Struggle, Need for Experientially Based Role Integration
57.	One of the teachers said to me "It must be really hard for you with French because no one has anything to share" and I thought "Oh... Yeah it is."	Perceived empathy; reflection on own situation.	Expanded Awareness of Own Need, Need Identification by Peer

58.	I can see where having others in the school to get ideas from would be nice.	Becoming more aware of own needs and alternate solutions.	Expanded Awareness of Support Possibilities
59.	I got ideas of how to handle different kids. Behavior problems. Just talking to [other teachers] about different things - inservice, a lot of different things, was helpful.	Peers seen as informative in many areas other than actual teaching; teaching seen as separate from general information about schools.	Supportive Information from Peers
60.	She'd been teaching a couple of years and she knew what I was going through.	Perceived empathy from peer with little experience.	Empathic Peer Support
61.	Her cheerful attitude was really beautiful. She had a really rough class with severe behavior problems. I would have lost my mind completely if I'd had them. But she'd come into the staffroom and laugh and giggle and I'd wonder "How does she do that?" She helped me - just her attitude was very positive.	Peer's positive attitude showed that it is possible to feel good even in a bad situation.	Feeling of Hope, Comparison with Peers, Vicarious Support
62.	We did a lot of planning together. She said "Pick whichever topic you feel most comfortable with, one you know something about." It was really nice.	Perceived peer as willing to address my own needs during joint planning.	Acceptance by Peer, Sense of Reciprocity

63.	Meeting with other teachers in other schools who teach the same subject area has been very helpful and therapeutic. Discussing common problems often resulted in finding solutions, but more often resulted in a tremendous release of tension.	Perceived commonality with teachers who shared same subject area rather than teachers who shared same school; felt empathy and common bond.	Empathic Peer Support, Perceived Commonality, Sense of Belonging
64.	I was out of the school and I felt like I could say maybe what I felt like saying. I didn't have to be positive all the time.	Concern with fitting in to the school limited self-expression.	Need for Self-Disclosure
65.	I looked at the program [in the school] and I liked it, so we started out with that.	Felt comfortable with available resources.	Security with Curriculum Resources, Place to Start
66.	I'd just come back from Quebec and I had a lot of stuff that I thought was really interesting.	Felt good about own personal curriculum resources.	Security with Curriculum Resources
67.	As I got to know the kids better we kind of branched off into different things.	Familiarity with students allows one to feel more comfortable in diversifying the program.	Need for Experience with Students, Flexibility with Curriculum
68.	It really bothers me that I can't talk to them personally, but by the end of the day I'm so glad to see them go.	Conflicting needs between developing personal relationships with students and need for solitude.	Conflicting Needs Affect Relationships with Students
69.	Our principal sent the occasional Happygram or thank you note for a particular job well done. This meant so much to me. I can't really express how much.	Positive recognition by others extremely important.	Appreciation of Administrative Recognition

70.	I guess the real complaint is that there is very little recognition for teachers.	Efforts need to be seen, appreciated, and remembered by others.	Need for Recognition
71.	What I really appreciated the most was another teacher saying "Your kids were really great today" or "Your kids were doing something on the playground that was really nice."	Positive recognition of students by peers makes one feel good; reaffirms that one belongs, is doing the right things, is accepted.	Goal Affirmation Through Student Behavior, Appreciation of Peer Recognition
72.	After a while when I saw the results of what the kids were doing I thought "Wow! They learned a lot here. They're enjoying it. They're able to use it."	Seeing progress in what the students were doing reaffirms that one is doing one's job.	Satisfaction with Student Achievement, Goal Affirmation Through Student Achievement, Need for Time to See Results
73.	One night the parents were at the school and the kids performed a couple of folk dances and a western dance that we had done in our unit on dance and I felt so good. Like "They couldn't have done this without what I've done for them."	Satisfaction in knowing that one has helped others.	Satisfaction of Helping Others, Goal Affirmation Through Student Achievement
74.	The parents were happy and the kids were happy so I did my job.	Sense of accomplishment reflected in satisfaction of others.	Self-Evaluation Through Satisfaction of Others
75.	I compare myself for example at assemblies. I look to see if my kids are as well behaved as the next group.	Own accomplishments are evaluated through the students' performance.	Goal Affirmation Through Student Behavior

76.	I felt I was getting some ideas but I didn't see myself as a competent teacher and this year I'm starting to feel more so and accepting myself.	Internalizing the role of teacher takes more than one year.	Perceived Lack of Competence, Need for Time
77.	This year I don't feel I have to do the same things as someone else is doing.	Developing confidence in new role.	Need for Successful Experience to Develop Confidence and Independence

First Order Clustering of Themes

The first order clustering of themes that are presented here were derived from the preceding Thematic Abstractions of Barbara's Experience (Table B-1). The numbers in parentheses after each thematic entry represent item numbers from the original protocol in Table B-1.

Table B-2

First Order Clustering of Themes: Barbara

1. Anxiety from Lack of Awareness of Role Responsibilities
    a) Unawareness of Role Boundaries (18,20)
    b) Frustrated by Lack of Awareness of Role Requirements (43,46)
    c) Ambiguity Between Role Freedom and Responsibility (21)
    d) Ambivalence in Meeting Others' Expectations (19)
    e) Need for Confirmation from Others (21)
    f) Sense of Role Responsibility (9)
2. Idealistic Preconceptions
    a) Idealistic Vision of Student Attentiveness (47)
    b) Unrealistic Self Expectations (55)
    c) Unawareness of Time Requirements (41)
3. Apprehension
    a) Apprehension about Own Abilities (27)
    b) Performance Apprehension (3,4)
    c) Uncertainty about Own Competence (37)
4. Sense of Inadequacy
    a) Overwhelmed by Own Organizational Inadequacy (38)

- b) Sense of Insufficiency (44)
- c) Sense of Inadequate Time Management (52)
- d) Sense of Inadequate Accomplishment (53)
- e) Sense of Incompetence (54)
- f) Perceived Lack of Competence (76)
- g) Lack of Classroom Resources (25)
- h) Reflection of Inadequacy (25)
- i) Overwhelmed by Amount of Work (42)
- j) Feeling of Failure (35)
- k) Lack of Preparation Retention (35)
- l) Inability to Create Alternate Strategies (49)

5. Need for Own Place
    - a) Uncertainty of Having a Place (5)
    - b) Feeling Out of Place (7)
    - c) Need for Place to Start (8,9)
    - d) Need for Physical Orientation (10)
    - e) Security of Place (11)
    - f) Physical Sense of Belonging (11)
    - g) Place to Start (65)
6. Anxiety of Taking Control
    - a) Performance Anxiety (27,54)
    - b) Leadership Anxiety (29,32)
    - c) Inability to Set Limits for Self (45)
    - d) Need for Decision Making Criteria (2)
    - e) Lack of Freedom (51)
7. Need for Experience
    - a) Need for Experientially Based Understanding of Time

Requirements (41)
- b) Need for Experientially Based Role Integration (56)
- c) Need for Experience to Build Expectations (14)
- d) Need for Experience to Discover Role Boundaries (20)
- e) Need for Experience with Students (26,67)
- f) Need for Successful Experience to Develop Confidence and Independence (77)
- g) Need for Experience Before Planning (18)
- h) Need for Experientially Based Understanding of Theory (34)

8. Search for Security
    - a) Familiarization with Materials (6)
    - b) Search for Integration of Self and Place (12)
    - c) Search for Security Through Physical Resources (13)
    - d) Expanded Awareness of Own Needs (57)
    - e) Expanded Awareness of Support Possibilities (58)
9. Satisfaction with Curriculum
    - a) Security with Curriculum Resources (65,66)
    - b) Satisfaction with Available Curriculum Resources (15)
    - c) Overabundance of Curriculum Resources (16)
    - d) Sense of Belonging (33)
    - e) Flexibility with Curriculum (67)
10. Struggle for Acceptance
    - a) Need for Peer Acceptance (19)
    - b) Need for Acceptance from Students (29,30)
    - c) Setting Priorities Based on Others' Needs (40)
11. Affiliation Discrepancy Within Own School

  - a) Acceptance by Peer (62)
  - b) Discrepancy of Peer Acceptance of Program (23)
  - c) Lack of Program Acceptance by Peer (24)
  - d) Acceptance by Peers Based on Concern for Students (22)
  - e) Affirmation of Acceptance Through Student Behavior (71)
  - f) Appreciation of Administrative Recognition (69)
  - g) Need for Recognition (70)

12. Affiliation with Same Subject Area Peers
    - a) Perceived Commonality (63)
    - b) Sense of Belonging (63)
    - c) Opportunity for Self-Disclosure (64)
13. Areas of Support
    - a) Informative Friends (2)
    - b) Needs Identification by Peer (57)
    - c) Supportive Information from Peers (59)
    - d) Empathic Peer Support (60)
    - e) Sense of Reciprocity (62)
    - f) Informative Resources (36)
    - g) Vicarious Support (61)
    - h) Feeling of Hope (61)
14. Lack of Support
    - a) Inappropriate Guidance from Administrator (17)
    - b) Perceived Lack of Administrative Support (17,48)
15. Developing Relationships with Students
    - a) Discrepancy Between Own and Student Needs (50)

b) Ambivalence Between Freedom and Control with Students (31)

c) Conflicting Needs Affect Relationship with Students (68)

d) Sense of Affinity with Students (26)

16. Concern with Time

    a) Need for Time (34,76)

    b) Need for Time Management Strategies (39)

    c) Need for Time to See Results (72)

17. Measures of Goal Success

    a) Satisfaction with Student Achievement (72)

    b) Satisfaction with Helping Others (73)

    c) Comparison with Peers (7,52,53,61)

    d) Self-Evaluation Through Satisfaction of Others (74)

    e) Goal Affirmation from Student Behavior (1,75)

    f) Goal Affirmation Through Student Achievement (72,73)

    g) Ambivalence about Goal Opportunity (1)

18. Uncertainty of Role Integration

    a) Role Disorientation (3,7,9)

    b) Lack of Expectations (14)

    c) Self-Doubt of Possibility of Goal Achievement (3,4)

    d) Non-integrated Sense of Self (30)

    e) Self-Centered Focus of Lesson Presentation (28)

    f) Disillusionment with Ineffective Strategies (49)

    g) Internal Struggle (56)

    h) Conflicting Role Responsibilities (39)

    i) Inability to Set Own Realistic Role Limits (44)

Appendix C. Thematic Abstractions: David

The following table contains the transcription of written and interview material received from David. Column 1 contains numbered meaning units from the actual protocol. Column 2 contains paraphrases of the meaning units (the first step toward the abstraction of themes). Column 3 contains the descriptive themes that were then clustered (see Table C-2) to provide a first order level of abstraction of David's experience as a first year teacher.

Table C-1

Thematic Abstractions From David's Experiences

	Excerpts from Transcribed Interview	Paraphrases	Themes
1.	It seemed (after 6 years of post secondary education) that there was a light at the end of the tunnel.	Long anticipated goal was finally in sight.	Goal Anticipation
2.	Prior to walking into the classroom I had very grandiose expectations of myself - my achievements, my "performance", my overall capacity to act, behave as a teacher.	Idealistic visions of self performing as a teacher, no internalization of role realities.	Idealistic Vision of Self Performance
3.	I also envisioned a classroom of well mannered, well disciplined students with whom I could work and achieve the expectations I had set forth initially.	Imagining students idealistically from own perspectives and goals.	Idealistic Focus on Own Goals
4.	When I took my first steps into the classroom in July I remember feeling a great deal of anxiety. I looked at the overall picture and the first question that came to mind - Where do I start?	Anxiety begins with realization that idealistic goals must be translated into reality; lack of direction.	Anxiety in Finding a Place to Start
5.	How do I set up my classroom? Should I wait before I rearrange the desks or do it now?	Concern with appropriate arrangement of physical space; lack of direction.	Lack of Decision Making Criteria for Classroom Organization

6.	I felt absolutely incapable of making some concrete decisions - thinking that this would affect my long term environment for effective teaching. Little did I know!	Fear of making decisions; might not make the right choice; decisions are final and have long term effects.	Fear of Having to Make Choices, Lack of Decision Making Criteria for Classroom Organization
7.	I walked into the room and looked at the desks, and at my desk, and didn't know if I should touch it.	Feeling of awe. Searching for permission to go ahead.	Dawning Awareness of Uncertainty
8.	In July I hung up stuff, took it down; moved desks, then moved them back, and kept doing it through the year.	Searching for physical arrangement that will fit own needs; search for comfort.	Search for Integration of Place and Self
9.	Somehow - with trial and error - I was able to "design" an environment that was conducive for learning.	Lack of direction; learned by experimentation.	Learning Through Lived Experience
10.	I remember being extremely anxious. I guess fear of the unknown took the best of me.	Not knowing creates a lot of anxiety.	Fear of the Unknown
11.	I can clearly picture my first day. A stream of anxious students strolled into the school and into my classroom (although they were nervous, they still strolled in - they were still on summer holidays).	Perceived dichotomy between self and students; students did not share own sense of beginning.	Feeling of Isolation from Students
12.	I felt adrenalin and they came in really laid back. I was more nervous than they were.	Realization of discrepancy between self and student perceptions.	Feeling of Isolation from Students

13.	My panic slowly subsided. I had my plans set out and slowly they took shape. I felt more secure with them by my side.	Preplanned agenda provided a sense of security; seeing own plans realized leads to a sense of relief.	Performance Security, Performance Relief
14.	One kid cried and I couldn't get her in the room. Do I leave her out there - what do I do? I kept going back and forth. Lack of control. My fault. I lost it right off the bat - a child did not want to come into my class.	Discrepancy between own needs and student reactions leads to a sense of failure.	Lack of Control, Sense of Responsibility for Others, Feeling of Failure
15.	Things fell into place. I could put things on paper and carry it through. What a relief. Kids did what I asked them. Control shifted to me.	Relief to find that one is capable of creating plans that work in reality; ability to meet own objectives.	Performance Relief, Being in Control
16.	I felt hard pressed to achieve all the work and at the same time deal with all the paperwork.	Realization of pressure created by diversity of role responsibilities.	Overwhelmed by Role Diversity
17.	I never realized that it was necessary to fill out so many forms and answer so many questions.	Awareness of diverse aspects of teaching role.	Expanded Awareness of Role Responsibilities
18.	I was always hesitant in answering some of these forms i.e. work out the total minutes that made up my teaching assignment.	Desire to complete forms correctly led to anxiety.	Fear of Incompetence

19.	I felt "trapped" between the realization of being a first year teacher and still being in a "student teacher" mode. I kept thinking that my cooperating teacher would come around the corner and "rescue me" from any uncomfortable situation.	Realization of inadequacy to deal with perceived responsibilities; continual sense of impending danger; need to be set free.	Need for Escape
20.	I guess at this time I had not "realized" that I had become a teacher. Once I did however accept this, this factor became one of an awakening of the realistic aspect of my situation - that I was responsible for the success and education of these children.	Acceptance of one's role as a teacher leads to awareness of responsibility for others.	Sense of Responsibility for Others
21.	At first I felt that the university had provided me with a sound framework for teaching and shaping the type of program that I believed was necessary and valuable. I soon realized that this was not to be the case.	Disillusionment with the completeness of university preparation; realization that there is so much more to learn.	Realization of Incompleteness of Formal Preparation
22.	Planning may be as detailed as one wants it to be, but if the students are not interested - forget it. If the mood isn't present, cohesive learning will not take place.	Anticipated outcomes are not always realized; one must deal with the goals and needs of others.	Awareness of Pedagogical Interdependence

23.	Eventually I realized and began to appreciate that teaching and learning became an equilibrium between teacher preparation and motivation, and student learning through experience and desire. One cannot dominate the other, although at times this does happen.	Realization that teaching is not a one way process; all people involved need to be working toward a common goal.	Awareness of Pedagogical Interdependence
24.	The first day I felt like I made it and so did the kids.	Beginning affirmation of self as teacher realized after initial experience.	Confirmation of Goal Achievement from Students
25.	Certain teachers popped into the room - to say hello and to make sure I made it. That helped.	Empathy and welcome from other staff members was appreciated.	Acceptance from Peers
26.	Spring Concert. HELP!!! The concert is an excellent example to underline and highlight teacher accountability. I tackled the concert with mixed and hesitant feelings.	Public display of own abilities leads to sense of panic.	Performance Anxiety
27.	I guess my initial reaction [to the concert] was that I was responsible for everything from production to costuming to staging.	Sense of responsibility becomes overwhelming when one lacks a sense of competence.	Sense of Total Responsibility
28.	I guess I felt the same as I felt that first day in early July when I walked into that empty classroom.	Unfamiliarity leads to anxiety.	Apprehension

29.	I really struggled in attacking this project and focusing on a clear cut idea. However, with parental help, it turned out to be a fun (yet exhausting) activity - with a final product well developed.	Realization that help from others can make one's job easier; one does not have to be solely responsible.	Shared Responsibility, Sense of Accomplishment
30.	First year teachers (at least this first year teacher) feels more at ease when there is someone to turn to and talk to.	Need for expressing feelings to others; need for emotional support from peers.	Need for Self-Disclosure
31.	The staff at this school is absolutely wonderful. There is a general warmth that evolves in the school where one can feel secure.	Perception of warm, caring attitude of staff makes one feel secure.	Collegial Security
32.	I am fortunate to work with such a staff.	Does not perceive this type of staff as the norm.	Gratitude to Peers
33.	I have the added advantage of working with two very special people that have gone to great lengths in making me feel good about the kids and good about myself.	Close attachments form to staff members who help one build esteem as a teacher.	Peer Affirmation of Role Development, Acceptance from Peers
34.	I needed to find someone with whom I could talk out stuff - talk about the good things that were happening in the classroom as well as vent out my frustrations (sometimes more than needed).	Need for someone to act as a sounding board, someone who will listen.	Need for Self-Disclosure, Search for Affirmation of Role Development

35.	Teacher help also became very important when it came to doing report cards. I guess this one aspect of teaching tends to be the most difficult one.	Need for peer support in making difficult decisions.	Lack of Decision Making Criteria in Assessing Students
36.	I ran into many roadblocks when it came to assessing children's strengths and weaknesses.	Did not have a clear understanding of how to assess students.	Lack of Decision Making Criteria in Assessing Students
37.	Am I really pointing to how the child is doing? Are my marks subjective? I never felt sure. I need to evaluate the children on a formal document - the report card - as black and white and I don't know if I can be that accurate. I had a knot in my stomach when I handed out report cards.	Assessing students objectively on a formal document led to feelings of anxiety and insecurity; concern with doing it right, providing the right answer.	Assessment Uncertainty, Assessment Anxiety, Lack of Decision Making Criteria in Assessing Students
38.	I really struggled in this area - and then I went with my gut feeling. It's one concern that I carried through the whole year - and into the summer.	Finally used own inner feelings in assessment; concern that was not resolved.	Lack of Confidence in Own Intuitions
39.	I felt like I was a puppy behind other teachers.	Feelings of inexperienced naivity.	Comparison with Peers
40.	The [students'] smiles, and hugs, their love and caring - their feelings - good and bad, have been a most positive, heartwarming experience.	Positive relationship with students is valued.	Affinity with Own Students

41	I need to be involved in such an environment and in doing so I know that I'm successful at what I'm doing.	Feelings of belonging reaffirm success as a teacher.	Sense of Belonging Affirms Goal Success
42.	Teaching exposed me to situations that were not "text-book average" classroom situations.	Realization of infinite range of classroom situations.	Realization of Classroom Diversity
43.	The most challenging area that I had to deal with was "real" day situations.	Lived experience of daily teaching was very challenging.	Challenge of Classroom Reality
44.	My first meeting with this girl was disasterous. I desperately tried to coax her into the classroom with ideas of fun, rewards, whatnot. Nothing doing. She just wasn't coming in.	Developing rapport with some students can be extremely difficult.	Difficulty Gaining Control
45.	Eventually she did come in and participated in the various activities. I drew a breath of relief - and figured that this little problem was solved for the rest of the year and that basically my problems were solved.	View problems as something to be solved, not something to be anticipated; view of incidents as isolated rather than a continuum.	Sense of Goal Achievement
46.	The relationship between my friend and myself was a stormy one for the first 9 months. Homework was never done, books were not brought to school. Physical greetings to her classmates - speeches on my part - tears on her part - day in, day out for 9 months.	Concern about the relationship and the student's behavior was not enough to change things.	Conflict with Student, Sense of Futility in Goal Achievement

47.	I was totally frustrated and I felt helpless that I couldn't end this attitude that was embedded in this little girl.	Frustrated that own needs in the relationship were not being met; feeling of helplessness to bring about change.	Sense of Futility in Goal Achievement
48.	I began to wonder who was controlling whom. What effect was I having on this child, or was reality the other way around?	Change in perceptions of control.	Change in World View of Control
49.	I knew that I was devoting a lot of time and energy to this student and that I was forgetting the 26 other kids in the room.	Trying to meet the needs of individual students can take time away from other students.	Balancing Individual and Group Needs
50.	I think I would have pursued my train of thinking (me teacher - you student) if it had not been for an eye opening experience.	Specific experiences can lead to awareness.	Experiential Awareness of Individuality
51.	I had gone to visit the girl's home with the student counsellor. The home was, in one word, a shamble - unkempt, and basically unmanageable. I remember simply standing in the background while the counsellor talked to the mom about our concerns.	Seeing how the student lived led to an awareness of the student's lived experience.	Expanded Awareness of Student's Life World
52.	I remember coming back to work feeling angry at society, at the home, at myself. Here I was badgering this little girl about "your capabilities to do better" and not once having thought about other factors that were part of this girl's life.	Confusion, frustration, anger at the injustices that the child was experiencing.	Self-Blame for Lack of Understanding

53.	I soon began to appreciate the tough environment that this child was growing up in and only then did I start to respect her difficulties - and do something about it.	Change in perception to the child's life-world led to the ability to respect and help the child.	Realistic Understanding of Student's Life World
54.	I began to accommodate her needs in a more meaningful way.	Ability to see child's needs as opposed to own needs.	Accommodating Student Needs
55.	Instead of losing my temper - yell, lecture on the moral ethics and the moral fiber of the "student" - I provided this child - and all of the kids - with an opportunity to "redeem themselves" (what an awful word).	Change in attitude toward more child-centered approach; beginning to see real needs of students as opposed to own needs from students.	Realistic Understanding of Student Needs
56.	I gave them basically time to complete assignments - whether it was during free time or after school.	Beginning to accommodate to the needs of the students.	Accommodating Student Needs
57.	I also gave these students something that they might have lacked before - a comfortable, non-threatening environment to work, enjoy their daily routine.	Ability to truly give students what they need as opposed to what one thought they needed.	Accommodating Student Needs
58.	I'm not sure if this turnabout, or awakening can be attributed to my guilt, or realization of a "common sense" factor, but I do know that it took me all of that time to figure it out - and with the helping hand of another teacher.	Seeing students' individual needs takes time and reflection with peers.	Need for Time to Develop Understanding

59.	It made me think about my own upbringing - that it was sheltered, almost to the point of a "glassbowl" existence.	Experience led to reflection on own upbringing.	Reassessment of Own Values
60.	What I did eventually realize was that I had some growing up to do. That these incidents are real situations and that I will be exposed to them throughout my teaching career.	Re-evaluation of own perceptions of what teaching is.	Reassessment of Own Expectations
61.	It's made me appreciate the students even more - with less hangups about "curriculum" needs and more concerns about individual needs.	Awareness of children as real individual people as opposed to students learning a curriculum.	Awareness of Individual Needs
62.	When I was offered a job I was ecstatic. It was fantastic partly because I wanted to get out of university. I had had 6 years and I wanted out.	Job offer provided a chance to move on, to grow.	Opportunity for Goal Achievement
63.	"Come on, you've got the skills here - now put them to use." So I think that once I found that "Here I have a chance"; I was flying.	Desire to prove self as a teacher.	Opportunity for Goal Achievement
64.	I had a choice between two schools which was one of the hardest choices I ever made, but I was glad I was in that situation to choose.	Freedom of choice makes one aware of own responsibility in decision making.	Awareness of Responsibility for Decision Making

65.	Was I going to make the right choice? How do I know I'm going to the right school? That's where the choice was.	Lack of awareness of decision implications leads to anxiety.	Decision Making Anxiety
66.	I phoned home and said, "I'm in this situation," and I didn't know what to do or how I should approach it even.	Search for criteria for decision making.	Lack of Decision Making Criteria
67.	I think what really swayed it was the interviews themselves. Strictly based on the personal experience with the principal.	Used intuition based on personal relationship experience to make decision.	Using Relationships as a Basis for Decisions
68.	I was ecstatic that I was coming here, but I didn't know when I should come in, how I should go about it.	Discrepancy between affective and cognitive realities led to sense of internal disequilibrium.	Non-integrated Sense of Self
69.	I was debating whether I should take time off from my summer job to get prepared.	Ambivalent feelings about role priorities.	Ambivalence of Role Priorities
70.	I kind of felt that I should start plugging away at stuff - getting prepared, but I didn't know what to do - I wasn't sure how to.	Discrepancy between desires and abilities led to feelings of apprehension.	Performance Apprehension, Conflict in Self-Perceptions
71.	I think "do something" meant I could teach now, but actually getting prepared to teach was a different ballgame.	Personal visions and actual implementation are two very different things; ambivalence, lack of experience in practical decision making.	Lack of Practical Decision Making Experience

72.	I just started feeling through the materials and getting familiar with that. I took stuff home to look at, but I didn't even hava a grasp of "Here are the materials, now how am I going to interpret those materials in the classroom?"	Lack of direction in translating theoretical materials into the reality of practice; feeling at a loss.	Lack of Practical Decision Making Criteria
73.	I had no expectations of the room. It was a blank. I have a room. I didn't focus in on the material aspects. I just knew that starting in September I would be teaching - working with kids.	At first did not relate ideal picture of teaching to the physical resources necessary for teaching.	Lack of Awareness of Classroom Reality
74.	I saw bulletin boards as teaching and I saw flashcards as teaching. I did not see appropriate seating as teaching. Strengths and weaknesses to seating - those kinds of things. I saw those as two separate things. The kids are sitting and I'm teaching them, but I didn't see that as a whole.	Did not integrate ideal of teaching with reality of physical and personal relationships.	Lack of Awareness of Pedagogical Interdependence
75.	My perspective changed quickly. Very quickly. You walk in and you're debating. I mean even today I have to move some of the kids around. For better teaching. Less time disciplining and more time teaching.	Realization of influence of physical classroom arrangements on program effectiveness.	Expanded Awareness of Pedagogical Interdependence
76.	At first I went more with "go with the flow". So more discipline as opposed to routine.	Lack of ability to anticipate outcomes leads to reactive rather than proactive choices.	Need for Experience to Anticipate Outcomes

77	I thought that there are going to be 20-odd children who are going to be constantly attentive and never fiddle about in their seats and they're going to be with me · constantly on whatever I do.	Expectations that students will have same goals as self.	Idealistic Vision of Student Attentiveness
78.	When I found out that wasn't true, I was in trouble.	Anxiety created by discrepancy between idealistic vision of students and reality of their behavior.	Expanded Awareness of Student Behavior, Leadership Anxiety
79.	I think a lot of readjustments were done on the spot as opposed to preplanned readjustments for discipline. I think the preplanned discipline came after talking to other teachers.	Discussions with peers led to more proactive planning.	Gaining Vicarious Experience from Peers, Reactive Discipline
80.	I had the preset attitude that "I'm going to have the ideal class" and I'm going to walk into this and I'm going to maintain this.	Expectation that learning environment would be created by others.	Expectation of Maintainance Role
81.	Even through lesson planning, I could kind of see them working in these groups without sometimes realizing the difficulties that arise in those groups - I always saw them on task constantly.	Lesson preparation was based on idealistic visions rather than realistic experience.	Idealistic Vision of Student Attentiveness
82.	I think my initial reaction to [practising lining up] was "Why don't they get this on the first shot?"	Dawning awareness of need to focus on more than expected behavioral outcomes.	Lack of Awareness of Learning Process

83.	I remember stepping out of my room and when I came back another teacher had given me a whole slew of materials for the first week of teaching.	Ability of peer to anticipate own needs better than self.	Needs Anticipation by Peer
84.	I read through that binder [teacher effectiveness inservice materials] and I did it last year and I did it again this year and it's funny because I always refer back to it.	Use of specific management suggestions as a means of support, direction.	Supportive Resources
85.	At university it was brushed over from what I saw, or else it really didn't sink in to what real classroom management was until I had to live real classroom management.	Need for lived experience to make theoretical knowledge relevent.	Need for Experientially Based Understanding
86.	I need to try certain things. I need to work things out to get my own learning. So the things in the texts were just words at times or just ideas.	Need to have real life learning experiences to internalize ideas.	Need for Experientially Based Understanding
87.	You need something to fall back on. Maybe you don't always use them, but they're there, like a security blanket. There's something there to refer to that you can try.	Resources created by others give one a sense of security; need for a reference point to build from; need for focus and direction.	Supportive Resources

88.	You can pick and choose whatever works best. You don't have to swear by it. You can come up with a lot of your own "how tos" or you can come up with your own "how tos" based on those "how tos".	Freedom of choice becomes more comfortable when one has a basis for comparison.	Development of Decision Making Criteria for Resources
89.	As far as curriculum, I worked with the materials that were there.	Available resources influenced direction.	Supportive Resources
90.	Classroom discipline aspects were more talking to people and then feeling what I felt good with and what I could work with with my own beliefs.	Ideas from others will be incorporated if they fit with self-beliefs.	Role Integration with Self-Beliefs
91.	The first day I sent home my philosophy on classroom discipline and management. I thought it was important that the parents be aware of what's happening and I tried to maintain what was decided there.	Need to put focus on paper; sharing focus with others helps clarify one's goals.	Need to Share Values and Goals
92.	At least there was some sort of framework or guidelines.	Need for a framework to build from.	Development of Structure
93.	I felt confident the night before. (smile) I walked in and before the bell rang it was sheer panic. I think I forgot everything. Not forgot, it was more of whatever I'd laid out, would it carry through?	Fear about whether idealized plans would work in reality.	Apprehension about Goal Achievement

94.	That was sort of my clap on the back. There was a relationship there between me and the kids. There was a response there. We did these things, the kids responded.	Satisfaction when students respond to own needs.	Satisfaction with Student Response
95.	The first thing that continued was "Yes, you're getting your message across. They're responding and you're working as a group.	Feeling of accomplishment; students' responses affirm that one is actually capable of becoming a teacher.	Satisfaction with Student Response
96.	The second thing that continued was this lack of confidence. I've got to be there from 8:45 to 3:30 - Help! That took a long time. I think until Christmas. I'm not sure if that's a long time or not.	Feelings of isolation, total responsibility; need for support.	Overwhelming Sense of Responsibility
97.	O.K. I've got to start again. What didn't they understand?	Realization that learning can take more time than expected; one cannot always anticipate others' needs.	Lack of Awareness of Learning Process
98.	Evaluation has that black and white perspective of evaluating strictly by marks and sometimes I think you ignore all the other things that you don't mark but you still evaluate.	Feelings of anxiety because of ambiguity in evaluation. Difficulty determining evaluation criteria.	Lack of Evaluation Criteria, Anxiety about Student Evaluation
99.	Do you simply evaluate the end results, or do you evaluate the process and I think you should evaluate the process too.	Difficulty setting priorities for evaluation led to feelings of ambiguity.	Ambiguity in Developing Evaluation Criteria

100.	Maybe I was doing it unconsciously - realizing who was on task and who wasn't. But to say if I jotted that stuff down - No. My jotting down I think was specifically the marks.	Ambivalent feelings about objective and subjective focus for evaluation.	Ambiguity in Developing Evaluation Criteria
101.	Sometimes I find marking tedious. Sometimes I'm not sure if I'm marking at their level.	Questions the validity of evaluation standards.	Ambiguity in Developing Evaluation Criteria
102.	I didn't really have a clear focus of their own individual goals and capabilities - it took me a long time to accept that.	Ability to focus on individual needs of students takes time.	Lack of Focus on Individuality, Need for Time to See Individuality
103.	Evaluation of the students was for myself, my own strengths as a teacher.	Student achievement validates one as a teacher.	Affirmation Through Student Achievement
104.	It let me know how they were doing, but basically let me know how I was doing.	Evaluation of students was seen as self-evaluation.	Affirmation Through Student Achievement
105.	It took me a long time to appreciate the individual because a lot of times I had the same expectations without thinking of other factors or outside factors and so I would get really frustrated when the "whole" expectations weren't met.	Ability to accept individual differences takes time; focus on end product rather than process causes frustration.	Frustration with Individual Differences, Need for Time to Accept Individual Differences
106.	I gave myself a hard time for taking so long to realize.	Difficulty accepting own inadequacies.	Self-Blame for Lack of Understanding

107.	I used to solve all their problems and always got myself involved and then I said, "No. Step back. Let that child solve the problem."	Need to control outcomes at first; later ability to release some control to the students.	Giving up Control, Awareness of Problem Ownership
108.	I recognized that there was a difference [in the children's abilities], but I still would teach to the whole.	Realization of individual needs did not translate easily into teaching style.	Balancing Individual and Group Needs
109.	Uncomfortable to try new things out. Uncomfortable to work at their level. No. Not uncomfortable to work at their level - not knowing really where to start to work with their capabilities.	Lack of experience led to feelings of anxiety and apprehension.	Need for Place to Start with Student Abilities
110.	There is never enough time. You can only get certain things done.	Need to set priorities because of time constraints.	Lack of Time, Need to Set Priorities
111.	I realized that staying here until midnight and I still hadn't finished everything. A few of those experiences.	Realization that teaching does not have an end; it is never finished.	Lack of Time, Realization of Role Limitations
112.	A lot of not knowing... you set these priorities on paper and you set these fantastic lessons and you only get half way through them. Initially I thought I'm not achieving my end result.	Inability to integrate own goals with lived time reality; sense of failure when preset goals not achieved.	Concern with End Product, Lack of Time

113.	I had an end, but I didn't see all the sorts of branchings off you could have with that end like a web. You could read a novel. So I finished the novel. But I could do this with that novel, and I could do that and that, it's endless.	Realization that learning is not linear; you can never be finished.	Concern with End Product, Limited Focus
114.	The kids would try to branch and I was trying to force them to go straight.	Initial concern with accomplishing preset objectives conflicted with student goals.	Concern with End Product, Conflicting Needs of Self and Students
115.	I know that you're having a tough time and you did this instead of what I asked you, and I accept it, but I was still trying to force the other route.	Ambivalence between abilities of students and own needs for accomplishment.	Conflicting Needs of Self and Students
116.	I think I was aware of this fairly early, but I was still trying to sway it the other way.	Awareness does not always lead to change.	Role Integration Discrepancy
117.	Throughout the year, I kept kind of saying, "Well, you're failing behind the rest," even though I was aware that this child was only capable of so much.	Discrepancy between student needs and perceived role responsibilities.	Balancing Individual and Curriculum Needs
118.	I always wanted to do more and sometimes I never realized that maybe I've done as much as I could. I never wanted to accept that I'd done enough.	Difficulty setting limitations on self; difficulty setting realistic expectations for self.	Unrealistic Self Expectations, Sense of Insufficiency
119.	An incident in the staff room might set you off or pump you up with energy - depending.	Relationships with peers can influence own emotional tone.	Emotional Reactivity

120.	I've walked in here high as a kite and the whole day goes just wonderful. And there are days when you feel low and patience wears and everything else wears down and the kids have to breathe properly or they're in trouble. It's happened to that extent which may sound silly but that's how wound up you are.	Realization that own emotional state affects relationships with students.	Emotional Reactivity
121.	It's my room. It was a self-centered attitude. Protective. Comparing. It was great. I had a mixed feeling because of my assignment. It was my room and it wasn't. It was mine for just the times I was there.	Own place gives sense of belonging; a focal point to compare one's ability to other teachers.	Need for Place, Security of Place, Attachment to Place
122.	It was difficult teaching French in other classrooms. Putting up stuff. Invading space. Invading their space. Simple things like boards - what was on there - if I could erase that or not. Frustrated when I couldn't.	Need security of own space to feel comfortable; feelings of anxiety and frustration; feeling out of place.	Insecure in Others' Space
123.	The kids were different. Mine don't behave like that. I mean you get so self-centered.	Feelings of attachment stronger for "own" students than students who "belong" to other teachers.	Affinity with Own Students
124.	It took me 2 months to learn 90 some odd names - but I knew mine within the first day. I couldn't remember the other kids names - I was only there for an hour a day.	Stronger attachment to students one perceives as "my own".	Affinity with Own Students

125.	I had certain ideas about what a teacher was, but I was feeling my way around, constantly grasping at straws. Am I this image of what a teacher is?	Searching for new self identity as teacher; uncertain of what image one is trying to emulate.	Uncertainty about Role Image
126.	The first day at the staff meeting I was nervous. I didn't know them and they didn't know me. I sat with one teacher because he was the first person I got to know.	Lack of familiarity leads to anxiety.	Acceptance Apprehension
127.	It disappeared really quickly because I was in here starting to sort out things and teachers came in - popped their heads in and said, "Hi! So you're the new person." - that kind of thing.	Acceptance by peers makes one feel more comfortable.	Acceptance From Peers, Security in Belonging
128.	The next day wasn't as bad to go into that staff room. It was just the initial kind of not knowing.	Becoming familiar with situations makes one feel more secure.	Need for Familiarization with Peers, Security in Knowing
129.	I was new as a teacher, fresh out of university, and here I am on par with very little kind of experience compared to the rest of the group.	Apprehension about fulfilling professional role; perceived expectation of competence.	Sense of Role Inadequacy, Comparison with Peers
130.	There's so many here in the school so it took a while to say hi to everyone.	Meeting everyone takes time.	Need for Time to Get Acquainted
131.	I think what was kind of nice was that there were two of us that came into the school - two new teachers, so I wasn't the only centered one.	Uncomfortable when others focus on self; need to blend in.	Security of Fitting In

132.	With 30-odd staff members it can be a little intimidating. But soon I got to meet people, felt comfortable, and knew who I felt comfortable with.	Developing personal relationships leads to feelings of comfort, belonging; making choices on basis of personal experience.	Need for Time to Develop Comfortable Relationships
133.	I had met a couple of teachers in June that popped in to say hi during the interview so I recognized their faces. The recognition was there and I felt very much at ease with that being there.	Seeing familiar faces leads to a sense of belonging.	Recognition, Sense of Belonging
134.	My desk was sitting right over there and I toyed with the idea of "Is it a good idea to have it in front of the blackboard?," until I moved it to the back. And then what came up was, "Oh, so-and-so had it back there too." So I thought, "Well, I made the right choice" because so-and-so had it back there too.	Concern with making the right decisions; comments by peers can reaffirm that one has made the right choice.	Affirmation of Choice by Peer
135.	I was secure within the 4 walls, but I wasn't secure with what I would do within the 4 walls. That took a long time.	Physical security was much easier to achieve that emotional security.	Physical Security, Emotional Insecurity
136.	It became my classroom the first day, and yet I kept walking around the other rooms seeing what was up and I kept thinking to myself "You can do more" so you're still not in control or you still don't have as much as you want.	Comparison to others leads to feelings of inadequacy.	Comparison with Peers, Sense of Insufficiency

137.	The transition from student to teacher is abrupt, yet it isn't.	Ambivalence in perception of self as teacher.	Role Integration Discrepancy
138.	Abrupt in the sense that all of a sudden you have to stand in front of a room full of eager (some more that others) faces and you have to work, teach, grow and learn with these people.	Need to immediately begin to behave like a teacher.	Superficial Role Integration
139.	At the same time, the transition is slow in that teaching and becoming a teacher is not something that happens overnight. What makes me feel like a teacher, when do I become a teacher? Even in my second year I feel very much of a novice.	Internalizing the role of teacher takes much longer that developing the external behaviors; insecurity about acting like a teacher when one does not feel like a teacher.	Lack of Internal Role Integration
140.	I was very much distracted by the various goings on. I had to deal with the new environment and my new "self" - a teacher.	Moving into a new environment in a new role is very confusing.	Role Disorientation
141.	I was fortunate that I met two special people on staff who last year and this year have provided me with strength, ideas to pursue my goals.	Sense of gratitude; others who reaffirm own goals lead to a sense of direction, purpose, self-acceptance as a teacher.	Supportive Peers
142.	From the very first day [one of the teachers] made special efforts to provide me with resources, models and suggestions for teaching. He often came into the room and sat in on lessons and then he would go over them with me.	Direction, guidance, finding oneself as a teacher discovered with specific help from peer.	Supportive Peer Guidance

143.	He would always emphasize the positives and reaffirm my achievements. Yet at the same time he would focus in on areas that could be improved.	Dual focus on strengths and weaknesses by peer led to self-growth.	Supportive Peer Guidance
144.	From these talks I felt very much a part of what it meant to be a teacher.	Felt accepted as a professional by peers.	Acceptance from Peer; Role Familiarity
145.	He would stress the "mechanics" of teaching and make me realize the various aspects that go with it.	Peer help in developing an integrated approach to classroom management led to enlightenment.	Supportive Peer Guidance
146.	Another person also has had a tremendous impact on my teaching.	Peers can influence self in a variety of ways.	Supportive Peer Influence
147.	She has provided me with constant encouragement and numerous resources.	Need for concrete and emotional support.	Supportive Peer Encouragement
148.	She has allowed me to "talk" things out, to get my feelings out about teaching.	Peer perceived as empathic listener; teaching is both effective and affective.	Peer Empathy
149.	I am beginning to feel like a teacher. The strength that I get from my colleagues has made it much easier for me to accept my responsibilities as a teacher.	Perception of peers as providing needed support allows one to develop own abilities.	Role Integration, Supportive Peers

First Order Clustering of Themes

The first order clustering of themes that are presented here were derived from the preceding Thematic Abstractions of David's Experience (Table C-1). The numbers in parentheses after each thematic entry represent item numbers from the original protocol in Table C-1.

Table C-2

First Order Clustering of Themes: David

1. Change in Perception of Responsibilities
    a) Expanded Awareness of Role Responsibilities (17)
    b) Sense of Responsibility for Others (14,20)
    c) Sense of Total Responsibility (27)
    d) Overwhelming Sense of Responsibility (96)
    e) Shared Responsibility (29)
    f) Awareness of Problem Ownership (107)
    g) Need to Set Priorities (110)
    h) Awareness of Responsibility for Decision Making (64)
2. Idealistic Preconceptions
    a) Idealistic Vision of Self-Performance (2)
    b) Idealistic Focus on Own Goals (3)
    c) Unrealistic Self-Expectations (118)
    d) Idealistic Vision of Student Attentiveness (77,81)
    e) Expectation of Maintainance Role (80)
3. Apprehension
    a) Apprehension (28)
    b) Performance Apprehension (70)
    c) Apprehension about Goal Achievement (93)

    d) Assessment Uncertainty (37)
    e) Acceptance Apprehension (126)
4. Sense of Inadequacy
    a) Feeling of Failure (14)
    b) Self-Blame for Lack of Understanding (52,106)
    c) Sense of Futility in Goal Achievement (46,47)
    d) Lack of Confidence in Own Intuitions (38)
    e) Sense of Insufficiency (118,136)
5. Lack of Pedagogical Awareness
    a) Lack of Awareness of Classroom Reality (73)
    b) Lack of Awareness of Pedagogical Interdependence (74)
    c) Lack of Awareness of Learning Process (82,97)
    d) Limited Curriculum Focus (113)
    e) Need for Place to Start with Student Abilities (109)
    f) Concern with End Product (112,113,114)
    g) Lack of Focus on Individuality (102)
6. Need for Control
    a) Lack of Control (14)
    b) Being in Control (15)
    c) Change in World View of Control (48)
    d) Giving up Control (107)
7. Struggle for Control
    a) Difficulty Gaining Control (44)
    b) Reactive Discipline (79)
    c) Lack of Time (110,111,112)
    d) Emotional Reactivity (119,120)
8. Need for Experience

  - a) Learning Through Lived Experience (9)
  - b) Need for Experience to Anticipate Outcomes (76)
  - c) Need for Experientially Based Understanding (85,86)
  - d) Experiential Awareness of Individuality (50)
  - e) Gaining Vicarious Experience from Peers (79)
  - f) Need for Familiarization with Peers (128)

9. Security
   - a) Performance Security (13)
   - b) Development of Structure (92)
   - c) Security of Place (121)
   - d) Security in Knowing (128)
   - e) Security of Fitting In (131)
   - f) Physical Security (135)
   - g) Security in Belonging (127)
10. Insecurity
    - a) Realization of Incompleteness of Formal Preparation (21)
    - b) Need for Place (121)
    - c) Insecure in Others' Space (122)
    - d) Emotional Insecurity (135)
11. Anxiety
    - a) Anxiety in Finding a Place to Start (4)
    - b) Fear of the Unknown (10)
    - c) Fear of Incompetence (18)
    - d) Need for Escape (19)
    - e) Performance Anxiety (26)
    - f) Assessment Anxiety (37)

- g) Decision-Making Anxiety (65)
- h) Fear of Having to Make Choices (6)
- i) Anxiety about Student Evaluation (98)

12. Lack of Decision-Making Information
    - a) Lack of Decision-Making Criteria for Classroom Organization (5,6)
    - b) Lack of Decision-Making Criteria in Assessing Students (35,36,37)
    - c) Lack of Decision-Making Criteria (66)
    - d) Lack of Practical Decision-Making Experience (71)
    - e) Lack of Practical Decision-Making Criteria (72)
    - f) Lack of Evaluation Criteria (98)
13. Affiliation with Peers
    - a) Attachment to Place (121)
    - b) Acceptance from Peers (25,33,127,144)
    - c) Sense of Belonging (133)
    - d) Gratitude Toward Peers (32)
    - e) Sense of Colleagial Security (31)
    - f) Recognition (133)
14. Areas of Support
    - a) Using Relationships as a Basis For Decisions (67)
    - b) Need Anticipation by Peer (83)
    - c) Supportive Resources (84,87,89)
    - d) Supportive Peers (141,149)
    - e) Supportive Peer Guidance (142,143,145)
    - f) Supportive Peer Influence (146)
    - g) Supportive Peer Encouragement (147)

h) Peer Empathy (148)

15. Developing Relationships with Students

    a) Feeling of Isolation from Students (11,12)

    b) Conflict with Student (46)

    c) Conflicting Needs of Self and Students (114,115)

    d) Leadership Anxiety (78)

    e) Realistic Understanding of Student's Life-World (53,55)

    f) Balancing Individual and Group Needs (49,108)

    g) Affinity with Own Students (40,123,124)

16. Concern with Right Choice

    a) Development of Decision-Making Criteria for Resources (88)

    b) Developing Evaluation Criteria (99,101)

    c) Ambiguity in Developing Evaluation Criteria (100)

17. Need for Time

    a) Need for Time to See Individuality (102)

    b) Need for Time to Develop Understanding (58)

    c) Need for Time to Accept Individual Differences (105)

    d) Need Time to Get Acquainted (130)

    e) Need for Time to Develop Comfortable Relationships (132)

18. Opportunity for Goal Success

    a) Goal Anticipation (1)

    b) Opportunity for Goal Achievement (62,63)

19. External Measures of Goal Success

    a) Confirmation of Goal Achievement from Students (24)

   - b) Peer Affirmation of Role Development (33)
   - c) Comparison with Peers (39,129,136)
   - d) Affirmation Through Student Achievement (103,104)
   - e) Affirmation of Choice by Peer (134)

20. Internal Measures of Goal Success
    - a) Performance Relief (13,15)
    - b) Satisfaction with Student Responses (94,95)
    - c) Sense of Belonging Affirms Goal Success (41)
    - d) Sense of Goal Achievement (45)
    - e) Sense of Accomplishment (29)
21. Internal Insecurity of Role Transition
    - a) Dawning Awareness of Uncertainty (7)
    - b) Overwhelmed by Role Diversity (16)
    - c) Non-integrated Sense of Self (68)
    - d) Conflict in Self-Perceptions (70)
    - e) Uncertainty about Role Image (125)
    - f) Sense of Role Inadequacy (129)
    - g) Lack of Internal Role Integration (139)
    - h) Role Disorientation (140)
22. Ambivalence in Role Integration
    - a) Ambivalence of Setting Role Priorities (69)
    - b) Need to Share Values and Goals (91)
    - c) Role Integration Discrepancy (116,137)
    - d) Superficial Role Integration (138)
23. Movement Toward Role Integration
    - a) Need for Self-Disclosure (30,34)
    - b) Search for Integration of Place and Self (8)

- c) Search for Affirmation of Role Development (34)
- d) Reassessment of Own Values (59)
- e) Reassessment of Own Expectations (60)
- f) Role Integration with Self-Beliefs (90)
- g) Role Familiarity (144)
- h) Realization of Role Limitations (111)
- i) Role Integration (149)

24. Development of Pedagogical Awareness
    - a) Realization of Classroom Diversity (42)
    - b) Challenge of Classroom Reality (43)
    - c) Awareness of Pedagogical Interdependence (22,23,75)
    - d) Expanded Awareness of Student's Life-World (51)
    - e) Accommodating Student Needs (54,56,57)
    - f) Awareness of Individual Needs (61)
    - g) Expanded Awareness of Student Behavior (78)
    - h) Frustration with Individual Differences (105)
    - i) Balancing Individual and Curriculum Needs (117)

Appendix D. Thematic Abstractions: Linda

The following table contains the transcription of written and interview material received from Linda. Column 1 contains numbered meaning units from the actual protocol. Column 2 contains paraphrases of the meaning units (the first step toward the abstraction of themes). Column 3 contains the descriptive themes that were then clustered (see Table D-2) to provide a first order level of abstraction of Linda's experience as a first year teacher.

Table D-1
Thematic Extractions of Linda's Experiences

	Excerpts from Transcribed Interview	Paraphrases	Themes
1.	Proved to be a lot more work than I bargained for.	Unexpected work load.	Unexpected Work Load
2.	I had 13 years of work experience to back me up. I really cannot imagine taking on this kind of a challenge at the age of 22.	Need a variety of life experiences to be able to handle this challenge.	Need for Maturity
3.	I had left a job to go back to university - sort of a second career and all I could think of was "I hope this wasn't a big mistake." I took a big chance but it all worked out. It was quite a relief.	Decision to make changes can cause a lot of anxiety.	Uncertainty of Decision Outcomes, Decision Making Relief
4.	I had done my 260 practicum here and so I had had an opportunity to be in the school before and I had met some of the teachers and the principal. I liked the atmosphere here.	Familiarity provided a sense of comfort.	Secure Atmosphere, Sense of Belonging
5.	He offered me the position and I just snapped it up. Also it's close to home so it ended up being just perfect.	Ideal job offer was easy to accept.	Placement Fit Own Needs
6.	I've had a lot of experience starting new jobs so I didn't really find it all that intimidating.	Experience leads to a sense of confidence.	Previous Work Experience Influenced Expectations

7.	They had set up a sort of buddy system for the new teachers so there was someone you could go to to ask questions or find out what had happened in the past. The teacher that was next door to me at the time was just excellent.	Having someone specific designated as a support person led to feelings of belonging and continuity; phasing in.	Administrative Anticipation of Support Needs. Sense of Continuity
8.	She was next door and we got along very well personality wise.	Proximity and personal characteristics are very important for developing a supportive relationship.	Sense of Commonality with Peer
9.	The fellow who taught the 4/5 split was very helpful as far as curriculum.	Specific support received in curriculum areas.	Peer Provided Resources
10.	People will give you everything that first year so that was a real life-saver.	Peers perceived as sharing, supportive.	Unlimited Support from Peers
11.	This was the biggest, ugliest, emptiest room in the world. You don't have a lot of things when you first start teaching and it takes a while before the kids start generating work to put up.	Discrepancy between need to create pleasing atmosphere and lack of resources.	Need for Time to Achieve Goals, Concern with Immediate Results
12.	I found it really hard to make it what I considered a comfortable and inviting atmosphere at the very beginning.	Difficulty accomplishing desired results right away.	Need for Time To Achieve Goals, Sense of Urgency
13.	Any poster that I had last year was up on the wall somewhere whether it was appropriate or not.	Need to use all available resources.	Insufficiency of Concrete Resources

14.	I tried to add a lot of color because this room was very drab.	Need to make room more cheerful.	Need for Positive Physical Climate
15.	There was really only one way everything would fit into the room so I didn't have much choice that way.	Acceptance of traditional layout; lack of experience with alternate strategies.	Conservatism of Classroom Arrangement, Inability to See Alternate Strategies
16.	The teacher's desk - that was the way it was when I came in and I thought "Yeah, that's probably the best spot for it."	Comfortable accepting the status quo.	Conservatism of Classroom Arrangement, Acceptance of Previous Structure
17.	I settled on a traditional method of putting my desks - I kind of prefer it as far as my teaching style goes.	Awareness of relationship between room arrangement and teaching style.	Conservatism Felt Comfortable
18.	You have to run around and scrounge. You are running around looking for things that nobody wants. You have to be resourceful. I went and looked. Hunted around and when I found something I wanted I dragged it back to my room.	Enough personal confidence to actively search for resources.	Taking Initiative to Locate Resources
19.	Just getting the room ready took me a long time. This year it took me a day.	Not knowing where one is going makes getting started difficult.	Need Experientially Based Decision Making Criteria for Classroom Organization
20.	What am I going to do first? I have to get my room organized, but I don't have anything to put up so I have to improvise.	Sense of disorientation due to lack of experience, resources.	Difficulty Finding a Place to Start, Sense of Disorientation

21.	When you're puttering around doing manual things, I think I was putting off actually having to sit down and do the actual planning.	Perceived ability to deal more effectively with physical aspects of job than with the more abstract aspects.	Physical Security Preceeds Risking Abstract Tasks
22.	Once you've done it once - then you know "Well next year I want to try this." I knew where I wanted to have my monitors up - the area I used last year didn't work. Now I have something to compare to.	Lived experience leads to a focus for comparison.	Need for Experientially Based Decision Making Criteria
23.	I'm doing a lot more testing because now I know what I want to evaluate. Last year I wasn't really too sure just exactly what I wanted the students to take away from this.	Inability to see clear goals for student achievement due to lack of experience.	Lack of Clear Goals for Students
24.	I didn't want them to just have facts and figures. I wanted them to have other things.	Goals not clearly defined.	Lack of Clear Goals for Students
25.	I took a lot for granted. I assumed that the kids would do it this way. I assumed that this is the way they would organize themselves, or this is the way they would present their work, or this is the way they would behave in the classroom.	Inaccurate assumptions about students' work processes.	Lack of Awareness of Learning Process

26.	Just having the students doing an art project and realizing after it's over that there was one way that was a lot easier and then thinking "Next year this is how I'm going to do it."	Experience allows one to develop a more realistic approach to planning.	Development of Reality Based Planning
27.	I think just about everything I did I learned something from. There's always a way that's easier after you've done-" something once.	Lived experience gives one a concrete basis for interpreting abstract concepts more realistically.	Need for Experientially Based Understanding for Planning
28.	It's so hard to think on your feet - that comes with practice. To go up in front of your class, do your class and remember everything that you wanted to tell them and be relaxed about it and not have to check your paper 5 times to be sure you've covered everything.	Integrating a variety of goals into a natural flow required practice.	Need for Experientially Based Role Synthesis
29.	I would have an idea written down of what I wanted to do and what would be the best way to approach it, but a lot of times I left myself very flexible.	Ability to be open to change; ability to see where one is going leads to more freedom.	Flexibility of Presentation, Sense of Pedagogical Orientation
30.	Children are a lot more difficult to control [than adults] to a certain extent because they tend to like to go off on their own.	Students seen as having more diverse needs than adults.	Awareness of Student Diversity

31.	It was the other teachers in the school that really got me going. One fellow said, "I'm doing this unit this year. Here is the unit. Do it with your students this year. This will get you going. Concentrate on your other courses," and that was a really big help.	Appreciated help from peer in supplying resources to build from.	Supportive Resources from Peers
32.	After I had a look at a unit that was all put together I thought "OK. I can do that." I always had an idea that it was so much more.	Concrete models useful in giving direction.	Developing Criteria for Resource Creation from Concrete Models
33.	I tended to do too much. Then I realized that I didn't have to do that much. That this was good enough and this much never got done anyway.	Difficulty setting limits for self; too high expectations.	Experientially Based Ability to Set Role Limits
34.	I felt that everything had to be wonderful and different and exciting and creative and innovative and that's not everyday life.	Idealistic expectations too unrealistic.	Idealistic Vision of Lesson Presentation, Awareness of Discrepancy Between Ideal Visions and Lived Reality
35.	When I presented a lesson it had to be the kind of lesson you prepare when you're being evaluated.	Concern with own presentation rather than the students.	Teaching as Self-Performance
36.	You always have to have these wonderful things and you don't seem to realize that it's OK if the kids just sit and work for 20 minutes. Good solid work you know, nothing flambuoyant.	Emphasis on "the lesson" rather than the learning; teaching seen as a performance.	Teaching as Self-Performance, Dawning Awareness of Student Needs

37.	You start to plan your lessons sometimes not really thinking about who you are delivering it to, but just thinking about the delivery of the lesson.	Concern with the lesson rather than the students.	Teaching as Information Delivery
38.	I planned some lessons that I thought were great and I'm sure the kids must have thought I was out of my mind or something. They would just look at me sometimes and it would be a big flop. So I started to think that simple for first year was best.	Student reactions led to re-evaluation of priorities, expectations.	Reassessing Perceptions Based on Student Reactions
39.	I always felt that we had to go, go, go, go, go, go, go and I don't think I left the kids enough time to finish.	Sense of being rushed; flying over the surface.	Sense of Urgency with Curriculum Completion
40.	Where was I going? To the end of the book! (laugh)	Saw teaching/learning as a linear progression.	Perception of Learning as Linear Progression, Concern with Curriculum Completion
41.	[This year] I certainly don't feel like I'm being chased anymore.	Sense of belonging, security, becomes more evident in second year.	Fear of Being Caught Unprepared, Overwhelmed by Curriculum Requirements
42.	I felt very much a stranger with the material because I'd never had much experience with Grade 5. All the curriculum material was new to me.	Unfamiliarity with materials makes one feel uneasy.	Need for Familiarization with Curriculum

43.	I was so used to having that Curriculum Library to back me up and all of a sudden I came here and there were none of those wonderful things that I had used and the resources are limited in a school - very limited.	Lack of resources compared to university; focus on materials as resources.	Limited School Resources Compared to University
44.	There's films at Central Office, but good luck if you can get them. Last year it was probably the middle of September before I thought of ordering films so therefore I got no films at any appropriate times.	Much more difficult to obtain appropriate resources than at university.	Inability to Access Resources.
45.	I relied on things that the other teachers had pulled in.	Turned to peers for help in obtaining resources; sharing.	Reliance on Peers
46.	At the beginning of last year I was going down to the university and trying to use the resources there. Finally I stopped doing that. I thought "I have to learn to use what is available to me."	Difficult to break ties from former patterns.	Difficulty Breaking Ties with University Resources
47.	I used to work down there every weekend and it felt very comfortable.	Familiarity led to a sense of comfort.	Familiarization Leads to Comfort
48.	For the most part other teachers approached me and did so all year. Someone would drop by and say, "I've got this and you probably can use it."	Perceived accepting, helpful atmosphere.	Peer Initiated Support

49.	The 4/5 teacher would say, "This weekend I'm coming in and I'm going through all my Hallowe'en things and I'll give you a copy of everything."	Peers helpful in sharing materials.	Needs Anticipation by Peer
50.	I discussed with other teachers what is acceptable, where to set limits. I found that lots of times my standards were a lot higher than they should be.	Other teachers helpful in adjusting limits, expectations.	Peer Guidance in Setting Student Behavior Criteria
51.	I was part of a staff committee trying to establish writing standards for language arts which really helped me because I've been able to sit down with people and make a list of what students should be able to do at that particular level.	Reflection with peers leads to professional growth, better sense of assessment criteia.	Colleagial Sense of Belonging, Colleagial Development of Assessment Criteria
52.	I realized that even some of the people who had been teaching a lot longer than I had - their opinion differed from a lot of other people. No one seemed to have a definite idea. So I thought "OK. The rest of the world is not walking around really positive that this is a C."	Realization that there is no "right" answer for many things.	Realization of Universality of Uncertainty
53.	It's so very subjective even for people who have taught for a long time.	Realization that evaluation is a very subjective process.	Expanded Awareness of Evaluation Subjectivity

54.	At this point in time (this year) I could back up my opinions very well. If a parent came and said, "On what basis, what criteria did you assign his grade?" I could sit down and very logically go through it with lots of examples to show them. Last year I couldn't.	Insecure in defending rationalization of evaluation system.	Lack of Evaluation Criteria, Lack of Internalized Justification Criteria
55.	I found it difficult to actually put the grade on the report card. It was really hard. I wasn't sure if it should be higher or lower. I had to be sure. I did a lot of thinking before that first set of report cards went out.	Anxiety about summative evaluation of students; concern with being right.	Uncertainty in Student Assessment, Need for Certainty in Student Assessment
56.	I know that my expectations of myself at the beginning of last year were a lot higher than they should have been.	Unrealistic expectations of self.	Unrealistic Self-Expectations
57.	I was just burning myself out and it was only Thanksgiving and I was a basket case and so I knew that no one would expect me to do all this.	Mental and physical exhaustion led to re-evaluation of self-expectations.	Reassessment of Own Goals
58.	I felt I had to but then finally realized that I couldn't do it all and so not to kind of make yourself feel so bad or torture yourself with the fact that "I should be doing this, I should be doing that."	Ambivalent feelings between realization of own limits and guilt at not being able to do more.	Goal Accomplishment Discrepancy, Ability to Set Role Limits

59.	I finally realized that I needed to go home in the evenings and relax. I don't have to take four tons of paperwork home with me every night. Take some time for yourself.	Realization that professional responsibilities and personal needs must be balanced.	Reassessment of Own Needs, Ability to Set Role Limits
60.	My expectations that I had laid out for myself I cut down by about half after Christmas.	More realistic self-expectations.	Setting Expectations Based on Experience
61.	I still felt that I should be doing more, but I felt "No, I'm going to start here, and there's next year and then there's the year after that and the year after that." As long as I keep improving as I go along no one's going to expect me to do it all this year.	Ambivalent feelings between wanting to do it all and the realization that one needs time to set programs in place.	Realization of Time Required for Professional Growth
62.	That was the way I felt. Everything had to be done right away.	Desire for completion.	Sense of Urgency of Goal Accomplishment
63.	You think that you should be able to do what the person who has been here 20 years can do with the same resources to back you and you can't. And once you realize that, you're OK, but you have to realize that first.	Realization that it takes time to become an experienced teacher.	Realization of Time Required for Professional Growth

64.	I was exhausted by the end of the year but I don't think I would have made it if I'd kept those expectations of myself up. I think I would have just said, "I can't do this job the way I feel it has to be done."	Ambiguity between what can be accomplished and what one wishes to accomplish must be resolved in order to stay in the profession.	Need for Role Discrepancy Resolution
65.	I put high expectations on myself always and then a lot of it too I think you pick up from the courses that you take at university.	High expectations are also imposed by others.	Perceived High Expectations from University
66.	I don't think I ever got the message that you have to do these things one at a time, and slowly, and take your time, and wait, and put it in place. Like the week after I started teaching everything was supposed to be just there - 15 learning centers and you know all of this kind of thing.	Wanting and feeling expected to do it all at once.	Sense of Others Expecting Immediate Professional Competence
67.	The message I got through the interview was that they were looking for innovative, creative and all of these kinds of things and who weren't going to settle for mediocre.	Received message of high expectations from employer.	Perceived High Expectations from Employer
68.	I think it's a very valid message, but you have to realize that there's no way you can do that the first year you teach - no way. It's not possible.	Need for time and experience to reach one's goals.	Realization of Impossibility of Immediate Professional Competence

69.	Other teachers said, "Don't come in here every weekend, you're going to kill yourself. You don't have to do all that." They were actually sort of going the other way. "This is enough and if you do this, then that's great. Next year do a little bit more and try to build that way."	Perception of support from peers; encouragement that realistic goals are enough.	Focus on Realistic Goal Expectations by Peers
70.	Then I would see what they were doing in their classrooms, but they would say, "I've been teaching for 10 years - it took me 10 years to get this together so don't feel that in your first year you have to have the same kinds of things in place."	Ambivalence between what others were capable of doing and what oneself was capable of accomplishing.	Comparison with Peers, Focus on Realistic Expectations by Peers
71.	You have resources for your French part, but you're supposed to be teaching different subject areas in French but there are no resources.	Lack of resources to implement curriculum.	Lack of Curriculum Resources
72.	You have to make them yourself. You have to create your own worksheets even. There are no books, no units done. It can be a full time job just somebody to sit down and create the materials.	Astonishment that resources were not available; awareness of time requirements.	Expanded Awareness of Role Requirements, Realization of Time Required for Curriculum Development
73.	I'm working with a group now trying to put together resources. It's just wonderful. If only I'd had this last year it would have saved me a lot of time.	Working cooperatively with others to prepare resources gives sense of shared purpose, saves time.	Lack of Awareness of Available Curriculum Support

74.	[Assessing where individual children were at] took me a while at the beginning of the year. I talked to a lot of the teachers that the students had last year because I felt they could provide good useful information. I got a lot of information that way.	Discussions with peers helped provide direction, a place to start with students.	Supportive Assessment Information from Peers, Finding a Place to Start from Peers
75.	I was lucky that there were three first year teachers at our school. We supported each other a great deal. It was moral support more or less because we were all teaching very different things. We all knew that we were going through the same thing. It was different support than what you get from other teachers.	Support from other first year teachers was perceived differently than support from veterans.	Empathy with Other Novices, Awareness of Diversity of Peer Support
76.	The teacher that was next door. I used to always go and bounce my problems off her. She was very receptive. She used to do the same to me after a while.	Support can become reciprocal if there is a sense of responsiveness to personal needs.	Support Reciprocity, Colleagial Acceptance by Peer
77.	After a while I never felt that there was a question that was not appropriate. I felt very comfortable with that.	Non-judgmental attitude of peers led to openness in expressing needs.	Comfortable in Self-Disclosure, Non-judgmental Acceptance by Peers
78.	At first I felt hesitant because I thought, "Well, I must be expected to know all of this."	Initial feelings of inadequacy led to fear of openness.	Fear of Disclosing Inadequacy

79.	I felt comfortable after just getting to know people. And to know that nobody had any definite answers either as far as a lot of things go.	Awareness that there are no right answers made one feel less inadequate.	Comfort in Commonality with Peers
80.	Selling tickets for the Fall tea, collecting money for field trips, sending students around for raffles, things that were just non-teaching activities that are so time consuming. In the classroom and outside the classroom too. Bookkeeping, organizing kinds of things that take up so much time. I never realized!	Realization that teaching role involves much more than actual teaching.	Expanded Awareness of Role Requirements, Realization of Time Requirements
81.	I was aware of [the non-teaching activities] but I never really thought that they would take up that much time.	Realization of amount of time things require.	Need for Experientially Based Understanding of Time Requirements
82.	And then all of the things that are now in the school curriculum that were not taught at school when I went to school.	Overwhelmed by the variety in the curriculum.	Realization of Curriculum Diversity
83.	[Extra things] just cut so much into your teaching time and I never realized how much and how much you do that really has nothing to do with teaching.	Experience allows one to see the realistic diversity of one's role as a teacher.	Need for Experientially Based Understanding of Teaching Role Diversity

84.	We would get done what we had to get done around the things that were happening during that particular time. I think that's why I finally learned not to sweat it if we didn't make it to the end of the book. It was through no fault of mine.	Resentment of other duties interferring with actual teaching.	Lack of Control Over How Time is Spent
85.	There were only so many hours in the day and you can't work these children like slaves.	Needs and abilities of students must be accepted.	Frustration with Time Inadequacy
86.	What I'm going to worry about is what has to be done for tomorrow. If this has to be prepared for next month, I'm not going to worry about it right now. I sort of did it a day at a time.	Beginning to set priorities, taking one thing at a time; focus on present.	Setting Survival Priorities, Anxiety of Immediate Needs
87.	At the beginning if the year I made myself some long range plans because that's what you're supposed to do at the beginning of the year.	Some activities were done because they were required rather than because they were meaningful.	Irrelevance of Bureaucratic Paperwork
88.	I got about as far as February on my long range plans. This year I'm running a lot closer to the plan.	Difficult to plan realistically when you are unfamiliar with what you are planning for.	Unfulfilled Planning Expectations

89.	I don't know what kind of expectations I had but there was no way those kids could have covered the material that I wanted them to cover in the space of time. Like a little activity that I thought would take 10 minutes takes them half an hour and they're not fooling around. But I didn't know that.	Unrealistic expectations of students' capabilities, speed of work.	Unaware of Student Needs for Time
90.	And I thought there was something wrong with me. Maybe I wasn't pushing them enough. Make them work harder.	Feelings of guilt about not being able to get students to meet own expectations.	Perceived Self-Inadequacy Through Student Accomplishment. Sense of Urgency
91.	But then I realized that I could push the kids until Doomsday and they wouldn't work any faster than they do.	Realization that own expectations were too high.	Realization of Student Needs for Time
92.	At university you write 2 page lesson plans for a half an hour of teaching. I learned very quickly that you can't do that or you spend your whole night writing up lesson plans.	University preparation unrealistic.	University Preparation Oblivious to Time Restrictions of Classroom Reality
93.	I don't know one teacher who writes lesson plans so that they have 10 pages of lesson plans for one day. I have yet to meet that person.	University's expectations were not seen in actual practice of other teachers.	Discrepancy Between University Preparation and Actual Classroom Practice

94.	Professors never at any point tell you, "Don't do this when you get into the classroom." They never say, "There's no way you're going to be able to do this. This is for university."	Professors not aware of their unrealistic expectations.	Lack of Warning of Discrepancy between University Preparation and Actual Classroom Practice
95.	So you think, "I'm not doing this right." But I used to go and have a look at other people's plans and theirs were even sketchier than mine.	Feelings of guilt when trying to meet unrealistic expectations developed at university.	Sense of Guilt at Not Meeting University Expectations, Discrepancy Between University Preparation and Actual Classroom Practice
96.	You get together to discuss students because you all have these students during the day. I think you tend to talk a lot more because you're dealing with the same kids.	Sharing students makes discussions with peers more frequent and more meaningful.	Commonality as Basis for Developing Peer Relationships
97.	Last year she had a couple of kids that were contracted into her classroom. She had some real behavior problems and she just basically said, "This is what you do. These are the things that aren't allowed. Here are the steps you need to follow." So it was excellent.	Specific guidance on discipline issues with particular students was very helpful.	Supportive Discipline Information from Peers
98.	People would offer suggestions, but no one ever made me feel like "You should do it this way."	Perceived freedom to choose from suggestions offered by peers.	Freedom to Choose Own Methods
99.	The people I was teaching with in this area, we all have the same philosophy and that works out nicely because there's consistency in this area.	Similar philosophy leads to harmony among peers.	Sense of Common Peer Philosophy

100.	Last year I was just so worried about what I was going to teach tomorrow that lots of times I don't think I saw what was going on or didn't see as much as I should have.	Anxiety about curriculum presentation did not leave one open to develop awareness of other aspects of teaching.	Narrow Content Focus, Lesson Preparation Anxiety
101.	I'm not walking around in a daze half the time. Always rushed. The first year you don't have as much time for the kids as you really should. Just the time to stop and chat in the morning because you're preparing for your lesson.	Continual pressure of lesson preparation obliterates development in other areas.	Need for Time to Develop Pedagogical Awareness
102.	Last year I found that I concentrated too much on the negative things - on stopping the negative rather than reinforcing the positive.	Need for control; reactive management.	Need for Control of Students, Reactive Discipline
103.	You know that's what you're supposed to do, but it's very hard to do all of the things you know you should.	Awareness of proper procedures does not necessarily lead to implementation.	Discrepancy Between Cognitive Awareness and Behavioral Implementation
104.	In your second year you can start thinking about [improvement and innovation] because you're not so concerned with just getting the job done.	Once one is comfortable with the curriculum, it is possible to grow in other areas.	Need for Experience Before Being Able to Innovate
105.	Last year I had a group of students in one class that I taught that I found very difficult to deal with and they were the little black cloud sort of hanging over me every day.	Anticipation of discipline problems in particular situations causes feelings of oppression.	Apprehension about Ability to Handle Discipline Problems

106.	When you're not confident with yourself very much it's very difficult to deal with a difficult classroom.	Need to believe that one can handle situations.	Self-Doubt Magnifies Problems
107.	I think I had too much confidence in [the students] last year. I really took a lot for granted and just assumed that they were all capable of keeping themselves well organized without my having to check - this year I check!	Unrealistic assumptions about student abilities.	Misplaced Confidence in Student Organizational Abilities
108.	Last year at the beginning I didn't check and then all of a sudden you know one day I'm looking down at someone's notes and I'm thinking "Half of these are gone somewhere - they're not here so what has this person done with them?"	Awareness through experience of own unrealistic expectations.	Awareness of Student Disorganization
109.	I still expected them to be organized. I just didn't know that I had to tell them to do it. It never dawned on me that they have to be told that the thing you get last goes at the end of your notes - it reads like a book - Really!	Amazement at what students didn't know; beginning awareness of the scope and detail of what needs to be taught.	Lack of Awareness of Learning Process
110.	Lots of kids don't know that and you have to teach them organizational skills. Last year I just assumed that everybody knew how to do that.	Awareness that teaching involved much more than just content knowledge.	Assumption of Student Organizational Ability

111.	I assumed that everybody knows how to study, but they don't.	Assumptions about students' skills.	Lack of Awareness of Required Learning Skills
112.	I always knew what I wanted, but I didn't realize I had to tell them in minute detail how to get that end product. You know you take a lot of things for granted.	Developing awareness that teaching must address the whole process not just the end product.	Lack of Awareness of Learning Process, Focus on End Result
113.	CI courses are very content oriented. Not "how to organize a room full of 30 students so you don't have chaos on your hands when you ask them to go and get this scribbler out of their cubbies or whatever".	Lack of preparation for the process of teaching.	Inadequate Preparation in Group Organization
114.	I had a really good cooperating teacher. She was always very good about saying to me "You've got to tell them exactly what you want them to do before they actually get started".	Specific guidance from practicum experience.	Appreciation of Practicum Experience
115.	At university you're taught to concentrate on the individual and yet you are teaching a group and it's the group you take out on field trips and it's a group you have to try to coordinate to get them cooperating together to get something else done.	Difficulty translating university ideals of individual instruction into working with a group of students.	Unprepared for Discrepancy Between Individual and Group Needs
116.	I think the university should work a little bit more on group dynamics and how to organize kids in groups. How to get them to work in groups which is a whole process in itself.	Need for more process skills.	Inadequate Preparation in Group Processes

117.	I tried to do some group work. Half way through I realized these children do not know how to work in groups.	Emphasis on end product rather than process.	Realization of Need to Teach Process
118.	I doubted whether I was teaching what I was supposed to be teaching all the time.	Continual self-doubt about being on the right track.	Self-Doubt about Own Curriculum Focus
119.	Last year at the end of the year I ran into a couple of things and I thought "Oh, gee, I didn't know we were supposed to do this.".	Awareness of situations and expectations often comes too late.	Lack of Awareness of Role Responsibilities
120.	I always felt that I had to have control over everything. All of the problems I had to find solutions for and I don't feel I have to do that this year because they're not my problems.	Desire to be in control of everything; tremendous sense of responsibility.	Need for Omnipotent Control, Sense of Responsibility for Problem Solving
121.	I just felt that all of these problems were beginning to be a little overwhelming after a while.	Sense of responsibility became overwhelming.	Overwhelmed by Insignificant Problems
122.	After a while you get wise to the fact that you're being used to a certain extent.	Beginning awareness of boundaries of responsibility; who can and should be responsible for what.	Dawning Awareness of Problem Ownership
123.	I never really felt that I was providing the right answers in a lot of cases.	Awareness that one cannot solve all problems effectively; own resolutions may not be the best.	Inadequacy in Providing Right Answers

124.	You feel you should be fulfilling so many roles at the beginning and then, with the realization that you can't do everything you have ever wanted to do comes the realization that you can't be everything to all these children and they have other people, parents and other caregivers and a lot of things are their territory and not necessarily yours.	Shift from focus on self as totally responsible to awareness that others also share in responsibility for the child.	Ability to Set Role Limitations
125.	At the end of the year I didn't have the proving I could do this feeling. I had the "Hm, I'm really glad this year is over, but I wish I'd been able to do more."	Feeling that one did not do enough.	Discrepancy Between Relief of Completion and Sense of Insufficiency
126.	I'd been working for a long time and you build expectations of your abilities and capabilities and all of a sudden you're faced with something that's really very challenging.	Teaching really challenges one's competence; life experience is not enough preparation for teaching.	Inadequacy to Cope with Classroom Reality
127.	I worked at Grant McEwan with the library technician program so I was doing some teaching, I maintained a lab, dealt with students, did lots of different things. But I felt very competent in that job. Even though in a lot of ways it was a very demanding job; it was not demanding like this.	The demands of teaching elementary children are unique; much more than instruction is required.	Unprepared for Demands of Classroom Reality

128.	The job I had before, someone else had before I did; everything was there.	Experience had been to continue a previous job; clear direction, expectations.	Expectation of Explicit Job Requirements
129.	You walk in here and what do you have - nothing. You have the things you bring the first day in that little box and that's it. So basically you create what you have in here. You create your teaching position from nothing.	Lack of direction, resources, expectations; implementation and evaluation are set by self.	Realization of Own Responsibility for Making Job Explicit
130.	Even when you student teach you go into someone else's classroom and you just pick up and all of their things are there.	Student teaching does not prepare one for own classroom.	Limited Practicum Responsibilities
131.	Sure you run around and you add some things to it but basically it's all there. All you have to do is open it up and teach it.	Student teaching does not involve program preparation.	Limited Practicum Responsibilities
132.	So it's not realistic in a lot of ways because it doesn't really tell you what's going to happen when you walk into that empty classroom.	Taking over someone else's class does not prepare one for starting own class.	Awareness of Superficiality of Practicum
133.	I presented courses on a number of occasions. I had nothing to do with the actual putting together of that course. All I had to do was present the material.	Changing view of what teaching involves.	Familiar with Presentation of Explicit Information

134.	The hardest part is whoever put that course together in the first place is the person who had the really tough job. But here you basically have to do that because they don't come and say, "Here's Grade 5 Social Studies. Here's Grade 5 Language Arts. Teach it." They say, "These are the things your students must know at the end of the year." And it's different. Very different.	Realization that the responsibility for preparing and creating the program to meet particular objectives rests on the teacher; beginning awareness that instructing and educating are two very different things.	Dawning Awareness of Pedagogical Implicitness
135.	I would like to see somebody hand you something and say "Here is a course. Teach it." But being who I am, I would make it my own after I had gone through it once.	Specific guidelines for content expectations would relieve a lot of stress; one needs a model before being able to be creative.	Lack of Awareness of Pedagogical Interdependence, Lack of Focus on Individual Student Needs
136.	They have those units but those are just outlines. Why they don't just package something and say, "This is available if you want it." There must be as many units as there are Grade 5 teachers in the system.	Extreme frustration in creating materials without specific guidelines; anger at not being able to access existing information.	Narrow Content Focus, Lack of Awareness of Pedagogical Individuality
137.	Everybody comes here and they recreate the wheel every year all over again and to me it's such a waste of time and energy. I don't understand it.	Bewilderment, frustration with lack of concrete materials.	Lack of Understanding of Pedagogical Implicitness
138.	I went to some inservices and they're good but they're still more ideas. I had lots of ideas. I didn't need ideas, I needed concrete things to work with.	Frustration with inservices; received more of what one had and none of what one needed.	Inappropriate Resource Support, Need for Concrete Resources

139.	They should put a package together for the first year teachers. Something really concrete with worksheets and maps and overheads and everything that you're going to need - testing materials.	Overwhelming need for concrete materials.	Need for Concrete Resources. Narrow Content Focus
140.	I would look high and low for any place that I could think of where I could get my hands on something like that, but the only thing you can do is you have to go to the individuals.	Lack of centralized support; not knowing where to go for what one needed.	Frustration with Difficulty Accessing Resources
141.	Put the thing together for the first year teacher. Give them something so that they can take some time to develop their skills and they're not so busy running around looking for materials.	Lack of time for anything but curriculum development.	Lack of Time for own Skill Development
142.	There's a lot out there, but you have to be running around to find it and put it into some kind of sequential order and that's so time consuming.	Extreme frustration with time required to collect and build a curriculum program.	Frustration with Time Required to Locate Resources
143.	I was never down in the staffroom. I didn't have time to go for a cup of coffee. I was always kind of isolated in my room or somewhere else working on something.	No time to look for support when one needed it the most.	Lack of Time to Develop Personal Relationships with Peers

144.	This year I can work a little bit more on relationships because I'm not so busy with the curriculum. I was too busy teaching to have time for the kids.	No time for developing relationships.	Lack of Time to See Pedagogical Interdependence, Frustration with Lack of Time to Develop Relationships with Students

First Order Clustering of Themes

The first order clustering of themes that are presented here were derived from the preceding Thematic Abstractions of Linda's Experience (Table D-1). The numbers in parentheses after each thematic entry represent item numbers from the original protocol in Table D-1.

Table D-2

First Order Clustering of Themes: Linda

1. Change in Perceptions of Role Responsibilities
    - a) Expectation of Explicit Job Requirements (128)
    - b) Lack of Awareness of Role Responsibilities (119)
    - c) Expanded Awareness of Role Requirements (72,80)
    - d) Realization of Own Responsibility for Making Job Explicit (129)
    - e) Overwhelmed by Curriculum Requirements (41)
    - f) Sense of Responsibility for Problem Solving (120)
    - g) Overwhelmed by Insignificant Problems (121)
    - h) Dawning Awareness of Problem Ownership (122)
    - i) Ability to Set Role Limits (58,59,124)
2. Preconceptions From Previous Work Experience
    - a) Previous Work Experience Influenced Expectations (6)
    - b) Unrealistic Self-Expectations (56)
    - c) Teaching as Self-Performance (35,36)
    - d) Teaching as Information Delivery (37)
    - e) Familiar with Presentation of Explicit Information (133)
    - f) Perception of Learning as Linear Progression (40)

- g) Assumption of Student Organizational Abilities (110)

3. Perceived Expectations From Others
   - a) Perceived High Expectations from University (65)
   - b) Perceived High Expectations from Employer (67)
   - c) Sense of Others Expecting Immediate Professional Competence (66)
4. Effects of Preconceived Expectations
   - a) Concern with Curriculum Completion (40)
   - b) Idealistic Vision of Lesson Presentation (34)
   - c) Focus on End Result (112)
   - d) Concern with Immediate Results (11)
   - e) Sense of Urgency of Goal Accomplishment (12,62)
   - f) Sense of Guilt at Not Meeting University Expectations (95)
   - g) Sense of Urgency with Curriculum Completion (39)
5. Disillusionment
   - a) Awareness of Discrepancy Between Idealistic Vision and Lived Reality (34)
   - b) Discrepancy Between University Preparation and Actual Classroom Practice (93,95)
   - c) Lack of Warning of Discrepancy Between University Preparation and Actual Classroom Practice (94)
   - d) University Preparation Oblivious to Time Restrictions of Classroom Reality (92)
   - e) Realization of Time Requirements (80)
   - f) Awareness of Superficiality of Practicum Experience

(114)

g) Unexpected Work Load (1)

6. Sense of Inadequacy
    - a) Unprepared for Demands of Classroom Reality (127)
    - b) Inadequacy to Cope with Challenge of Classroom Reality (126)
    - c) Frustration with Time Inadequacy (85)
    - d) Limited Practicum Responsibilities (130,131)
    - e) Inadequate Preparation in Group Organization (113)
    - f) Inadequate Preparation in Group Processes (116)
    - g) Unfulfilled Planning Expectations (88)
7. Lack of Pedagogical Awareness
    - a) Lack of Awareness of Learning Process (25,109,112)
    - b) Unaware of Student Needs for Time (89)
    - c) Misplaced Confidence in Student Organizational Abilities (107)
    - d) Lack of Awareness of Required Process Skills (111)
    - e) Lack of Awareness of Pedagogical Interdependence (135)
    - f) Lack of Focus on Individual Student Needs (135)
    - g) Lack of Awareness of Pedagogical Individuality (136)
    - h) Lack of Understanding of Pedagogical Implicitness (137)
    - i) Narrow Content Focus (100,136,139)
8. Need for Control
    - a) Need for Control of Students (102)

b) Freedom to Choose Own Methods (98)

c) Need for Omnipotent Control (120)

9. Struggle for Control

a) Lack of Control Over How Time is Spent (84)

b) Reactive Discipline (102)

c) Apprehension about Ability to Handle Discipline Problems (105)

d) Irrelevance of Bureaucratic Paperwork (87)

10. Need for Experience

a) Need for Maturity (2)

b) Need Experientially Based Decision Making Criteria for Classroom Organization (19)

c) Need for Experience as a Basis for Comparison (22)

d) Need for Experientially Based Understanding for Planning (27)

e) Need for Experientially Based Role Synthesis (28)

f) Experientially Based Ability to Set Role Limits (33)

g) Setting Expectations Based on Experience (60)

h) Need for Experientially Based Understanding of Time Requirements (81)

i) Need for Experientially Based Understanding of Teaching Role Diversity (83)

j) Need for Experience Before Being Able to Innovate (104)

11. Security of Place

a) Secure Atmosphere (4)

b) Sense of Belonging (4)

c) Placement Fit Own Needs (5)

d) Need for Positive Physical Climate (14)

e) Physical Security Precedes Risking Abstract Tasks (21)

f) Need for Familiarization with Curriculum (42)

g) Familiarization Leads to Comfort (47)

12. Comfort in Conservatism

a) Sense of Continuity (7)

b) Conservatism of Classroom Arrangement (15,16)

c) Acceptance of Previous Structure (16)

d) Conservatism Felt Comfortable (17)

e) Difficulty Breaking Ties with University Resources (46)

13. Frustration Accumulating Concrete Resources

a) Insufficiency of Concrete Resources (13)

b) Taking Initiative to Locate Resources (18)

c) Developing Criteria for Resource Creation from Concrete Models (32)

d) Limited School Resources Compared to University (43)

e) Inability to Access Resources (44)

f) Lack of Curriculum Resources (71)

g) Realization of Time Required for Curriculum Development (72)

h) Lack of Awareness of Available Curriculum Support (73)

- i) Realization of Curriculum Diversity (82)
- j) Need for Concrete Resources (138,139)
- k) Inappropriate Resource Support (138)
- l) Frustration with Difficulty Accessing Resources (140)

14. Anxiety
    - a) Fear of Being Caught Unprepared (41)
    - b) Fear of Disclosing Inadequacy (78)
    - c) Anxiety of Immediate Needs (86)
    - d) Lesson Preparation Anxiety (100)
    - e) Perceived Self-Inadequacy Through Student Accomplishment (90)

15. Affiliation with Peers
    - a) Commonality as a Basis for Developing Peer Relationships (96)
    - b) Sense of Common Peer Philosophy (99)
    - c) Colleagial Sense of Belonging (5)
    - d) Empathy with Other Novices (75)
    - e) Comfort in Commonality with Peers (79)
    - f) Sense of Commonality with Peer (8)
    - g) Colleagial Acceptance by Peer (76)
    - h) Non-judgmental Acceptance by Peer 77)
    - i) Realization of Universality of Uncertainty (52)
    - j) Comfortable in Self-Disclosure (77)

16. Areas of Support
    - a) Appreciation of Practicum Experience (114)
    - b) Administrative Anticipation of Support Needs (7)

c) Peer Provided Resources (9)

d) Unlimited Support from Peers (10)

e) Supportive Resources from Peers (31)

f) Reliance on Peers (45)

g) Peer Initiated Support (48)

h) Needs Anticipated by Peer (49)

i) Focus on Realistic Goal Expectations by Peers (69,70)

j) Awareness of Diversity of Peer Support (75)

k) Support Reciprocity (76)

l) Supportive Discipline Information from Peer (97)

17. Concern with Being Right

a) Uncertainty of Decision Outcomes (3)

b) Decision Making Relief (3)

c) Inability to See Alternate Strategies (15)

d) Lack of Evaluation Criteria (54)

e) Lack of Internalized Assessment Justification (54)

f) Uncertainty in Student Assessment (55)

g) Need for Certainty in Student Assessment (55)

h) Inadequacy in Providing Right Answers (123)

18. Need for Time

a) Lack of Time for Own Skill Development (141)

b) Need for Time to Achieve Goals (11,12)

c) Lack of Time to Develop Personal Relationships with Peers (143)

d) Lack of Time to See Pedagogical Interdependence (144)

e) Discrepancy Between Relief of Completion and Sense of

Insufficiency (125)

f) Frustration with Lack of Time to Develop Relationships with Students (144)

g) Need for Time to Develop Pedagogical Awareness (101)

19. Difficulty of Goal Achievement
    - a) Difficulty Finding a Place to Start (20)
    - b) Sense of Disorientation (20)
    - c) Self-Doubt Magnifies Problems (106)
    - d) Discrepancy Between Cognitive Awareness and Behavioral Implementation (103)
    - e) Self-Doubt about Own Curriculum Focus (118)
    - f) Lack of Clear Goals for Students (23,24)

20. Reassessment of Goal
    - a) Goal Accomplishment Discrepancy (58)
    - b) Reassessing Perceptions Based on Student Reactions (38)
    - c) Need for Goal Discrepancy Resolution (64)
    - d) Realization of Impossibility of Immediate Professional Competence (68)
    - e) Reassessment of Own Needs (59)
    - f) Reassessment of Own Goals (57)
    - g) Setting Survival Priorities (86)

21. Dawning Pedagogical Awareness
    - a) Dawning Awareness of Student Needs (36)
    - b) Realization of Student Needs for Time (91)
    - c) Awareness of Student Disorganization (108)

d) Awareness of Student Diversity (30)

e) Realization of Need to Teach Process (117)

f) Discrepancy Between Individual and Group Needs (115)

g) Flexibility of Presentation (29)

h) Expanded Awareness of Evaluation Subjectivity (53)

i) Sense of Pedagogical Orientation (29)

j) Realization of Time Required for Professional Growth (61,63)

k) Dawning Awareness of Pedagogical Implicitness (134)

Appendix E. Thematic Abstractions: JoAnne

The following table contains the transcription of written and interview material received from JoAnne. Column 1 contains numbered meaning units from the actual protocol. Column 2 contains paraphrases of the meaning units (the first step toward the abstraction of themes). Column 3 contains the descriptive themes that were then clustered (see Table E-2) to provide a first order level of abstraction of JoAnne's experience as a first year teacher.

Table E-1
Thematic Abstractions of JoAnne's Experiences

	Excerpts from Transcribed Interview	Paraphrases	Themes
1.	I was hired tentatively in July. I was just a basket case from the time I got the call until well after school started.	Extreme anxiety, elation, apprehension about job offer.	Goal Anticipation Discrepancy
2.	I had to assume that I would get the position and just plan from there.	Must feel that one has a place.	Need to Believe in Goal Opportunity
3.	I knew the specific position because it was a program they were setting up - a brand new program.	Aware of what one would be teaching.	Understanding of Goal Opportunity
4.	In the summer I physically set up the classroom and cleaned out what was there. I moved in new desks and thought about how I wanted to position them.	Need to make classroom one's own; began with physical aspect of role.	Need for Physical Orientation
5.	[The consultant] spent a lot of time with me telling me what kinds of things might occur and what things to look out for.	Support from consultant to familiarize one with what to expect; proactive support.	Proactive Guidance from Consultant
6.	He was anxious to give me any help in getting this program off on the right foot because it's the kind of a program that if it's not set up right can have a lot of problems.	Consultant's awareness of teacher, student needs; where problems can arise.	Perceived Consultant Desire for Program Success

7.	I went through and found what there was in the school and that was a problem because it was a new program and there was no time to order materials. It can take months to get the right stuff.	Difficulty obtaining appropriate materials in a limited time.	Need for Time to Access Appropriate Resources
8.	I remember not knowing where to look. That was a big mystery. If you taught Grade 2 you could go into the Grade 2 classroom and collect your books.	Lack of direction; not knowing where to begin.	Difficulty Locating Resources
9.	Having a new program and teaching Grades 2,3, and 4 it was really difficult to find them.	Difficulty in locating and assembling resources.	Need to Locate Diverse Resources
10.	I had to find out where the catalogues are. You know, the warehouse catalogues. What is a warehouse? This is all brand new to me.	Unfamiliar with operational procedures.	Lack of Familiarity with Ordering Procedures
11.	I borrowed materials from the consultant. He had a really good special ed series that we used until my materials came in.	Found support in areas of need from consultant.	Materials Provided by Consultant
12.	At university we looked at diagnostic materials and developing your own diagnostic materials which is a real waste of time. It's good to go through the steps, but you're not going to do that because the materials are there so you use them. You've got lots of other things to spend your time on.	University preparation unrealistic; courses may teach things you don't have time to do.	Lack of Time to Develop Own Resources

13.	It's helpful to know where the stuff comes from. There is so much that is just a total mystery. Some of it is really district specific. Like the book depository and warehouse. It would be really helpful if someone explained that to us so we would know where to find stuff.	Lack of direction; need orientation to the system and what supports are available.	Need for School Based Orientation
14.	When I was student teaching I felt like I was doing this multi-audio-visual kind of production and I don't think that's the idea of teaching.	Teaching is more than lesson presentation.	Search for Own Pedagogical Focus
15.	I think you need to work first on teaching the basics. Can you stand up and deliver a lesson? Can you handle the class? And then, when you're comfortable with that, then you start to look at all the amazing manipulatives and audio-visuals you can pull in.	The process of teaching needs to be developed as a basis to support lesson presentation.	Acceptance of Step by Step Progression of Teaching Competence
16.	I focused on materials before the kids got there. I spent some time trying to plan the program.	Need to become familiar with resources; need to feel comfortable with where one is going.	Need for Orientation with Materials
17.	I also spent a lot of time talking about behavioral interventions because this program is a program - it's very programmed.	Discussions with consultant about program implementation were helpful.	Proactive Planning with Consultant

18.	All the interactions go through a sequence that is very consistent and their behaviors are being shaped and changed.	Awareness of specific objectives of the program.	Clear Focus of Program Objectives
19.	The whole first year I would start to get overwhelmed by the number of things I had to do here.	Overwhelmed by the workload.	Overwhelmed by Workload
20.	I would constantly say to myself, "The #1 thing you're trying to do here is setting up a relationship."	Need to remind self of own priorities; constant pressure to meet a variety of goals, needs; relationships most important.	Conscious Focus on Priority of Relationships
21.	What they need more than anything is to trust you and feel safe with you.	Clear sense of own priorities, philosophy.	Clear Sense of Own Priorities
22.	If I can get through L.A. and math with these guys and go through what they need to do like get their reading skills up a grade, then I'm doing wonderfully.	Realization that one must start slowly, one can't accomplish everything all at once.	Setting Basic Curriculum Priorities
23.	As for the kind of great Social Studies units and interesting Science stuff, that can be next year. The fancy stuff is just going to have to wait.	Set priorities according to perceived basic needs of students, self.	Focus on Basic Curriculum Needs
24.	I decided that about half way through the year. Up to that point I was really just trying to get a grip on where everything was going and what we were doing.	Need time to become familiar with teaching before being able to set priorities.	Sense of Disorientation

25.	At first I was really getting to know the kids and wasn't really giving too much thought to anything except getting through the next day.	Need to spend time discovering, developing relationships: survival.	Setting Survival Priorities, Concern with Immediate Needs
26.	The frustration level was really important. The work had to be stuff that they could cope with. If it was anything that was too hard at all they would just go through the roof.	Awareness that not meeting the needs of students would lead to frustration for everyone.	Pedagogical Awareness of Student Needs
27.	Because of their frustration level, they couldn't cope with the tests so it was really difficult to guess where they were at.	Using standardized means of assessment was very difficult.	Difficulty Assessing Student Abilities
28.	I guess the small group helped because I would spend a lot of time with each of them and see what they could do.	Able to do individual assessment because of small class size.	Awareness of Alternate Strategies for Assessment
29.	They didn't have enough academic confidence to say, "Would you help me with this. I can't do this."	Students' lack of confidence made needs assessment difficult.	Pedagogical Understanding of Students
30.	Once I got to know the other teachers they were terrific - just a super staff and always ready to help me out with materials and so on.	Peers were very supportive.	Supportive Peers
31.	But it was mostly just the consultant who went over stuff with me.	Main source of support came from consultant.	Supportive Consultant

32.	I wouldn't spend as much time as I did over the summer. I thought I wasted a lot of time.	Time spent preparing over the summer was later seen as unproductive.	Change in Perspective of Planning
33.	It was good for me because I needed to go through that to build up my own confidence, but as soon as school started I thought, "Why did I do this?"	Need to work through anxieties, become familiar, feel comfortable, in order to be able to begin teaching.	Need for Familiarization to Build Confidence
34.	None of the stuff I planned actually came off really. So many things had to be changed when they got in there.	Planning when one is unsure of what one is planning for is unproductive.	Changing Plans to Meet Student Needs
35.	The behavior program was totally intact and still is. We made minor modifications but that wasn't a waste of time.	Planning that is relevant is seen as productive.	Relevance of Program to Student Needs
36.	I had the biggest problem with a Grade 2 student who had such a bad school experience that he wouldn't do anything.	Need to start with student's abilities, previous learnings can be extremely difficult.	Pedagogical Awareness of Student Perceptions
37.	Couldn't read, couldn't color, couldn't draw. Where do you start? There was absolutely nothing that he would do.	Need to find something to start from.	Academic View of Learning, Need for Place to Start
38.	I spent a lot of time with the Grade 1 teacher trying to find materials from her. In Grade 1 I just didn't know what to do.	Peers can provide help in discussing, providing alternate strategies, resources.	Supportive Resources from Peers
39.	Once they had independent reading skills it's easier to find things for them to do.	Lack of alternate strategies in curriculum development.	Need for Alternate Strategies, Academic View of Learning

40.	It was impossible to do any kind of partner work or group work of any kind. It would have to be independent because they didn't get along.	Type of student made group work impossible; ability to build program around student needs.	Need for Alternate Strategies, Pedagogical Awareness of Student Relationships
41.	Days would be so tense in here I would just think "I don't know how I'm going to get through this. I don't know what to do now because I cannot keep everybody calm in here".	Extreme tension in class led to frustration, self-doubt, feeling of inadequacy.	Feeling of Incompetence, Lack of Control
42.	I don't want to always be reacting to their negative stuff. I want to start really building on the positive stuff.	Desire to develop a positive atmosphere; easy to become reactive to students.	Reactive Discipline
43.	I thought "Well what am I going to build from here?" So I used to say "I'm looking for a smile," and go like this (large grin) and I would give them points for smiling. They would literally grit their teeth and go (forced smile) but it would be something to build on and it became part of the routine.	Need to be creative in developing strategies that work with particular groups; search for alternate strategies.	Need for Alternate Strategies, Need for Place to Start
44.	Other teachers were probably a little bit uncertain at first about the program. They weren't really sure what was going to happen when my kids came in and started pounding the walls, but they came around really well.	Unsure of peers reaction to acceptance of program being placed in the school; apprehension turned to acceptance.	Uncertainty of Peers about Program

45.	I didn't have too much contact with the staff until after Christmas because I was just so caught up in my own program and getting things going and having separate hours.	Isolation from staff when support was needed; time spent in attempting to fulfill own needs does not leave time to seek help, support.	Lack of Time to Develop Peer Relationships
46.	I remember after Christmas thinking "I need to get away and have a few minutes with the staff."	Mid-year is a point of reassessing one's priorities.	Awareness of Need for Relationship with Peers, Reassessment of Own Needs
47.	I really made a point of before school or whenever I could at recess or lunch I'd go into the staffroom and not do any work but just sit and talk.	Had to force self at first to meet own needs for contact with peers as opposed to meeting student needs.	Conscious Effort to Develop Relationship with Peers
48.	They were really a fun bunch. Really friendly and chatty and always very positive.	Peers were supportive and fun.	Positive Personal Peer Support
49.	I really got a lot of support from just being able to go in there. I'd come out of the staffroom and feel refreshed. I could go back and face the kids again.	Supportive contact with peers can give one strength to continue.	Staffroom as Place of Refuse
50.	If I was having a problem or needed some assistance there was a male teacher right across the hall and he sort of became like an extra person.	Peers available to meet one's classroom needs; available to help.	Immediate Availability of Peer Support
51.	The progress was really rapid. September was like an explosion and by Christmas they were really calm.	Satisfaction gained from rapid progress of students.	Goal Affirmation Through Student Behavior

52.	I heard a lot of comments about the progress they had made.	Sense of satisfaction from positive remarks about students.	Goal Affirmation Through Comments of Others
53.	I really tried to give lots and lots of praise. Like when they're doing paper work my routine was to walk around the classroom really quickly and every time I passed a student to say something positive like "Oh, you got started. Good." (laugh)	Ability to focus on the process of learning rather than only final product.	Awareness of Student Need for Encouragement
54.	Often all they need is a little encouragement because they may be on the edge of "Am I going to work or not?"	Awareness of students' needs for encouragement through process of learning, not just for final product.	Awareness of Student Need for Encouragement
55.	Build on something and then give them some more things to change so that they aren't overwhelmed and they just give up.	Awareness of students' needs to build slowly from where they are.	Awareness of Student Need for Proximal Subgoals
56.	He would yell at us or scream at us or swear at us or something. I remember the first goal that I tried to communicate to him was "Tell me that you're mad."	Awareness that students must be encouraged to build from where they are; acceptance of students.	Finding a Place to Start
57.	The first few days he would scream "I'm mad, I'm mad," and I would say "Good for you." And I'm holding this kid and he's screaming and hitting and I'm saying "Good."	Awareness of where student needs to start.	Pedagogical Awareness of Student Achievement

58.	My student teaching wasn't really different from what I ended up doing because I was student teaching at the Glenrose.	Student teaching was similar to placement.	Similarity of Practicum Experience to Placement
59.	I was at first concerned that things were so out of control because of the severe behavior problems.	Concern with gaining control.	Concern with Lack of Control
60.	I had thought that I could just calm it before it got like that - I would be more effective at stopping things from occuring.	Unrealistic expectations of student behavior, ability of self; saw teaching as maintainance rather than creation.	Concern with Lack of Control, Expectation of Proactive Management
61.	At Glenrose we just did the actual teaching. Here we deal a lot more, we do all the dealing with behaviors. That's really part of the program. Behaviors at Glenrose are dealt with by the psych nurses.	Student teaching experience was limited compared to actual job placement; saw teaching as separate from relationships, behaviors.	Limited Practicum Responsibilities
62.	If one kid starts to go, I can send him out because I have an intern.	Need for support in handling behavior problems.	Immediate Availability of Peer Support
63.	More than one and there's nothing I can really do - I have to keep him in here and try to calm him down. The kids know that.	Preferred method of behavior control can only work with one child; must find alternate strategies.	Lack of Alternate Discipline Choices
64.	I know my kids now and I know this isn't going to go over or else they're going to get too excited. It's a lot easier to do a quick preview and say "yes" or "no" it's going to work.	Selecting materials becomes much easier when you become familiar with the students.	Need for Experientially Based Resource Selection

65.	There was too much time at first. We started with regular hours and I just couldn't make it through the day.	Days seemed unbearably long at first.	Unbearability of Regular School Hours
66.	They had to be supervised every minute, they were just so explosive; 8:30 to 3:30 is a long time.	Time seems very long when one is in an uncomfortable situation.	Need for Release from Student Tension, Need for Time to Relax
67.	We changed the hours and that made a real difference. It's easier for them too because they do find school incredibly stressful.	Administration was supportive in adjusting time schedule to meet needs of self and students.	Pedagogical Decision Making by Administrator
68.	I felt there was too much time at first because I'd look at the clock a lot and wonder how am I going to fill these last 10 minutes here.	Lack of experience, resources, makes school day difficult to fill.	Difficulty Filling Time
69.	When I would get into units and get into things with them, it never seemed to be enough time.	When one is involved in projects with students, time flies.	Need for Time to Cover Curriculum
70.	I just made the assumption that I'd be here every day. I worked Saturday and Sunday. Six hours at least on the weekend and I'd be here until 7:00 at night.	Expected to put in many extra hours for preparation; aware of workload.	Awareness of Preparation Time Requirements
71.	Sometime in the middle of the year I started to cut that down to one day and that was nice.	Better able to cope after first half of year.	Development of More Realistic Preparation

72.	It was really hard. That's when I had to realize that I couldn't do everything really well.	Difficulty accepting that one cannot do everything.	Realization of Impossibility of Idealistic Goal Attainment
73.	I spent so much time on Social because there were no packages. I had to make everything up. You do that a lot in special ed.	Need to make resources takes a lot of time.	Need for Time to Create Resources
74.	I really miss having that experienco [regular class] because this is just a whole different thing and I don't know what it's like. I can't compare.	Lack of basis for comparison.	Lack of Program Comparison Criteria
75.	Having four grades is a real nuisance to plan for.	Heavy planning is frustrating.	Frustration with Diversity of Planning
76.	I can make up something that covers the main objectives but it's really neat to me because I'm not bound to the curriculum.	Freedom to use own initiative to meet objectives is appreciated.	Freedom in Meeting Objectives
77.	IEP's were a whole new experience for me I'll tell you.	Inexperience with system methods of evaluation, record keeping.	Lack of Experience with Record Keeping Methods
78.	I felt quite comfortable saying that this is where he is at and this is where I think he can be and it doesn't necessarily have to be at the end of his chronological years in school.	Confidence in assessment of student abilities and realistic potential progress; sees students as individuals.	Confidence in Own Justification of Objectives
79.	I try to keep them up to grade level. It's pretty easy to do because they're bright kids and not learning disabled.	Confidence in own ability to promote students' academic achievement.	Confidence in Ability to Meet Program Objectives

80.	They're really hard workers. Once I get them settled down, they can all do individual work.	Appreciation of students' strengths; awareness of own role in helping students learn.	Awareness of Student Strengths and Weaknesses
81.	I just pick up kind of what I think are the main things at each grade level to focus on.	Ability to be selective in focus of learning objectives.	Ability to Focus on Main Objectives
82.	They all really like math. That was the one thing that really kept them together. Math is a safe one. 9 and 9 are always 18. We did tons of math.	Awareness of student strengths, how school subjects can meet personal needs of students.	Awareness of Student Need for Structure, Program Planning to Meet Student Need for Structure
83.	It had to be like this. And that's why the program has to be so structured. We make rules for everything.	Program designed to meet student needs for structure; awareness of student needs.	Awareness of Student Need for Structure
84.	We had problems lining up. I started to put marks on the floor. You stand here and you stand here.	Ability to deal with problems in a non-judgmental manner.	Non-judgmental Problem Solving
85.	Everything is so step by step. The consequence for this is this.	Focus on sequencing of behavior, consequences.	Awareness of Behavioristic Learning Process
86.	They just couldn't get the grey stuff. This is the way it works all the time, right?	Awareness of student needs, abilities.	Awareness of Student Need for Consistency
87.	If I deviated from that it was unnerving to them. Any change in their routines and things weren't safe or comfortable any more.	Realization of students' need for safety, comfort.	Awareness of Student Need for Certainty and Safety

88.	Reading groups was something the consultant and I set up. He kept telling me it would really pay off. He kept encouraging me to stick in with it and said, "Once you get a routine going and everything, things will go well.	Encouragement from others helps one persevere; look to others for direction.	Pressure from Others' Faith in Own Abilities
89.	I guess I felt, "I can't do this. What's wrong with me?" I can't get this to work and I think it would be a good thing to do.	Sense of inadequacy when not able to implement perceived "good ideas".	Sense of Inadequacy in Program Implementation, Feeling of Failing Others
90.	The idea of having standard reading groups was really hard to do because the kids were so competitive and mean to each other. It would be a problem while I was trying to do the rest of the class. They were really, really demanding.	Dealing simultaneously with groups and individuals was very difficult.	Balancing Individual and Group Demands
91.	It was hard to find whole group activities for them to do that are really beneficial.	Difficult to balance what they could achieve with what one felt they should achieve.	Balancing Individual and Group Needs
92.	I had 3 groups going because it was pretty clear actually that there were 3 kinds of reading levels in there.	Ability to adapt program to student needs, abilities.	Organization Based on Student Abilities
93.	They couldn't work together. They literally could not work together. If I sat two kids together in the reading corner, they would start arguing about where their legs were.	Student behaviors made program implementation difficult.	Frustration with Student Behaviors

94.	There were things I didn't know and would maybe hear later. Like there are bad times. September's awful, January's usually a bad one, and June is bad.	Often things that would have been helpful weren't discovered until it was too late.	Helpful Information Discovered Too Late
95.	They didn't like finishing their work and going on to do something else. They need some free time. I wanted to set up centers, but didn't have enough time or ideas.	Lack of concrete models for setting up all educational goals.	Sense of Insufficiency
96.	I'd like to spend some time in a classroom that uses a lot of centers and get some ideas for how they do it.	Need for peer models to learn from; need for concrete models.	Need to See Peers' Implementation Models
97.	There was no one to compare to and I think that was a real problem because I would only compare to some ideal in my head and that was really painful.	Comparison of self to own ideal increases sense of inadequacy; lack of models for comparison.	Lack of Reality Based Comparison Model, Sense of Inadequacy from Idealistic Comparison
98.	The consultant had a wonderful program, just excellent and I thought about that a lot and made comparisons and that was really hard on myself.	Comparing self to someone with experience who one respects causes anxiety.	Magnification of Inadequacy Through Comparison with Consultant
99.	He did it. I should be able to do that too.	Feeling that one should be able to work like an experienced professional.	Lack of Awareness of Quantitative Differences in Professional Competence
100.	I didn't make an issue of the fact that I was a first year teacher. I really felt like "these people need to have some confidence in me."	Perceived that others equated lack of experience with lack of competence.	Need for Professional Acceptance from Others

101.	I had some uneasy feelings about having to train another teacher who had more experience than I had. Both of the people I worked with had been out subbing.	Being put in a position of authority when inexperienced caused sense of anxiety.	Anxiety of Inexperienced Authority
102.	I wondered if they were going to trust what I was saying here. I didn't like that. That was really hard.	Anxiety about own expertise being valued.	Need to Be Perceived as Competent, Trustworthy
103.	I didn't actually attend many inservices. I didn't want to leave the class during school. Having subs was really out of the question.	Sense of responsibility to students can force one to neglect own needs.	Sense of Being Solely Responsible for Students
104.	The science consultant was really helpful and just kind of let me wander through the materials and pick her brains and that was really good. I found that a lot more helpful than going to sessions.	Needs are better met through personal contact than general inservice sessions.	Individual Relevance of Support
105.	I always wondered "Well how do I modify that?" If I could talk to someone and say, "Well this is what I'm doing," it seemed to be a lot more productive.	Support must be made relevant to own needs.	Individual Relevance of Support
106	These kids really shaped my behavior. They really did affect the way I interacted with them.	Awareness that students can affect own behavior.	Awareness of Pedagogical Interdependence
107.	Yelling at these kids and ripping into them is just really dumb. These guys let me know really quickly that it's really dumb.	Students can help one develop appropriate teaching style.	Development of Teaching Style Based on Student Reactions

108.	Be really calm, really supportive, and really "motherly" was what these kids needed and that's how I kind of did it.	Awareness of developing teaching style that fits student needs.	Development of Teaching Style Based on Student Needs
109.	I don't know if that's how I would have developed if I was teaching a regular classroom. Maybe in a regular classroom I would have developed a more dynamic style. I don't know.	Uncertainty whether teaching style is own or would change with different students.	Role Uncertainty Due to Limited Experience
110.	I had been nominated for a first year teaching award. This in itself should have been a big deal.	Self-perceptions and others' perceptions of self may be very different.	Discrepancy Between Self and Others' Perceptions of Own Competence
111.	My principal asked me what I attributed the success of my program to. I said, "Well, to the consultant's help, the whole school atmosphere, and I guess to myself."	Attribute own success to help from others.	Attribution of Own Success to Others
112.	He said, "What order would you put those in?" and I didn't like that question. I felt that honestly I wouldn't have put myself anywhere near the top.	Feeling that own successes are dependent on others; inability to take credit for own contributions.	Lack of Acceptance of Internal Competence
113.	He said to me, "If you don't take credit for things, you're just going to burn out. You have to look at things and say 'I did this'." That really made sense to me. I really felt a lot better after that.	Awareness of need to take credit for accomplishments; feelings of self worth.	Administrative Identification of Personal Need, Change in Perception of Own Competence

114.	I'm not perfect, but I'm doing a good job.	Realistic perception of self.	Realistic Perception of Own Competence
115.	I think I got a lot of recognition and I wasn't really comfortable with it. It was like, "I don't know if I deserve this. I'm just kind of struggling through."	Positive recognition from others was felt to be undeserved, led to discomfort.	Anxiety of Undeserved Recognition, Discrepancy Between Self and Others' Perceptions of Own Competence
116.	I know there's a lot of things I'm doing really badly that I just want to sweep under the carpet.	Difficult to accept, deal with areas where one feels inadequate.	Need to Hide Inadequacies from Others
117.	It's really uncommon to get it. There's a lot of really good teachers out there that nobody ever talks about.	Felt recognition was unjustified; didn't like being singled out.	Sense of Being Singled Out
118.	Keeping attendance records used to strike me as "Why do we have to do this?" Just a lot of stuff that you don't really think about - that administrative paper stuff. Does everyone read this stuff?	Administrative paperwork seemed meaningless; did not see relevance of many school and system concerns.	Irrelevance of Bureaucratic Paperwork
119.	I felt,good about the paperwork for my program because they were for me and they really helped me see if I was getting anywhere.	Own paperwork provided sense of direction, was meaningful.	Assessment of Goal Achievement Through Student Records
120.	I really didn't feel that the university prepared me in any way for what I wanted to do - teaching kids with emotional problems. I took a lot of extra courses.	University preparation did not meet perceived needs as a teacher.	Perceived Need to Supplement University Preparation

121.	It wasn't like I was thinking of teaching a BD class. Just I knew I would be teaching special ed. and in special ed. there are behavior problems.	Need to be well prepared for dealing with students' problems.	Realistic Expectations of Student Behavior
122.	What if it doesn't go the way you want it to - what do you do then? And these professors didn't know.	Professors unable to deal with practical problems; did not meet needs of students.	Lack of Practicality in University Preparation
123.	I thought the university would be ahead of us, but they're talking about discovery learning and experiential stuff when most of the teachers seem to be a lot more into keeping things structured and easy for the kids to work with and thinking there would be management day to day kinds of things.	Sees university and schools as focusing on two different philosophies of education; accepts what is done in schools as more appropriate.	Disillusioned with Lack of Practical Preparation. Discrepancy Between University Preparation and School Reality
124.	You can sit and watch all you want, but until you actually do it, and make those shifts in the air - like "Oh, this isn't working". You don't see the teacher do that. You just see the lesson progressing and it's quite different when you're on that side and you're playing your audience.	Actual teaching is very different from learning about teaching; cannot learn how it works from the inside until one actually does it.	Need for Experience to Internalize Teaching Role

125.	I think I found out as a student teacher that sometimes you just have to throw things out the window. It was good I learned that because it really was important. There are times you have to throw units out the window.	What you do prepare may not work or meet the needs of the students; need to be flexible.	Awareness of Importance of Planning Flexibility
126.	I was just shocked at what regular elementary ed. teachers got for training. Totally inadequate. I mean I could imagine walking into a classroom and thinking, "Now what do I do?"	Preparation seen as inadequate.	Lack of Practicality in University Preparation

First Order Clustering of Themes

The first order clustering of themes that are presented here were derived from the preceding Thematic Abstractions of JoAnne's Experience (Table E-1). The numbers in parentheses after each thematic entry represent item numbers from the original protocol in Table E-1.

Table E-2

First Order Clustering of Themes from JoAnne's Experience

1. Need to be Seen as Competent by Others
    - a) Need for Professional Acceptance from Others (100)
    - b) Anxiety of Inexperienced Authority (101)
    - c) Need to be Perceived as Competent, Trustworthy (102)
    - d) Sense of Being Solely Responsible for Students (103)

2. Preconceptions
    - a) Perceived Need to Supplement University Preparation (120)
    - b) Realistic Expectations of Student Behavior (121)
    - c) Lack of Practicality in University Preparation (122,126)
    - d) Expectation of Proactive Management (60)
    - e) Awareness of Preparation Time Requirements (70)
    - f) Academic View of Learning (37,39)

3. Frustration
    - a) Frustration with Diversity of Planning (75)
    - b) Frustration with Student Behaviors (93)
    - c) Helpful Information Discovered Too Late (94)

- d) Sense of Insufficiency (95)
- e) Irrelevance of Bureaucratic Paperwork (118)
- f) Disillusioned with Lack of Practical Preparation (123)
- g) Discrepancy Between University Preparation and School Reality (123)

4. Concern with Finding Resources
    - a) Difficulty Locating Resources (8)
    - b) Need to Locate Diverse Resources (9)
    - c) Lack of Familiarity with Ordering Procedures (10)
    - d) Need for School Based Orientation (13)
    - e) Finding a Place to Start (56)
    - f) Need for Place to Start (37,43)

5. Concerns with Control
    - a) Concern with Lack of Control (59,60)
    - b) Lack of Alternate Discipline Choices (63)
    - c) Sense of Disorientation (24)
    - d) Lack of Control (41)
    - e) Reactive Discipline (42)
    - f) Freedom in Meeting Objectives (76)

6. Need for Experience
    - a) Need for Experience to Internalize Teaching Role (124)
    - b) Role Uncertainty Due to Limited Experience (109)
    - c) Development of Teaching Style Based on Student Reactions (107)

  - d) Similarity of Practicum Experience to Placement (58)
  - e) Limited Practicum Responsibilities (61)
  - f) Need for Experientially Based Resource Selection (64)
  - g) Acceptance of Step by Step Progression of Teaching Competence (15)
  - h) Need for Familiarization to Build Confidence (33)
  - i) Lack of Experience with Record Keeping Methods (77)

7. Anxiety from Others' Perceptions of Own Competence
   - a) Perceived Consultant Desire for Program Success (6)
   - b) Discrepancy Between Self and Others' Perceptions of Own Competence (110,115)
   - c) Anxiety of Undeserved Recognition (115)
   - d) Pressure of Others Faith in Own Abilities (88)
   - e) Need to Hide Inadequacies from Others (116)
   - f) Feeling of Failure (89)
   - g) Sense of Being Singled Out (117)

8. Change in Perception of Own Competence
   - a) Attribution of Own Success to Others (111)
   - b) Lack of Acceptance of Own Competence (112)
   - c) Change in Perception of Own Competence (113)
   - d) Realistic Perception of Own Competence (114)

9. Developing Peer Relationships
   - a) Uncertainty of Peers about Program (44)
   - b) Lack of Time to Develop Peer Relationships (45)
   - c) Awareness of Need for Relationship with Peers (46)
   - d) Conscious Effort to Develop Personal Relationships

with Peers (47)

10. Areas of Support
    - a) Positive Personal Peer Support (48)
    - b) Staffroom as Place of Refuge (49)
    - c) Immediate Availability of Peer Support (50,62)
    - d) Pedagogical Decision Making by Administrator (67)
    - e) Individual Relevance of Support (104,105)
    - f) Administrative Identification of Personal Need (113)
    - g) Proactive Guidance from Consultant (5)
    - h) Materials Provided by Consultant (11)
    - i) Proactive Planning with Consultant (17)
    - j) Supportive Peers (30)
    - k) Supportive Consultant (31)
    - l) Supportive Resources from Peer (38)
11. Meeting Student Needs
    - a) Difficulty Assessing Student Abilities (27)
    - b) Changing Plans to Meet Student Needs (34)
    - c) Program Planning to Meet Student Need for Structure (83)
    - d) Balancing Individual and Group Needs (91)
    - e) Focus on Basic Curriculum Needs (23)
    - f) Need for Alternate Strategies (39,40,43)
12. Need for Time
    - a) Need for Time to Access Appropriate Resources (7)
    - b) Lack of Time to Develop Own Resources (12)
    - c) Need for Time to Cover Curriculum (69)

   d) Need for Time to Create Resources (73)
   e) Difficulty Filling Time (68)
   f) Unbearability of Regular School Hours (65)
   g) Need for Release from Student Tension (66)
   h) Need for Time to Relax (66)

13. Uncertainty of Goal Opportunity
    a) Goal Anticipation Discrepancy (1)
    b) Need to Believe in Goal Opportunity (2)
    c) Understanding of Goal Opportunity (3)

14. Lack of Peer Comparison Models
    a) Need to See Peers' Implementation Models (96)
    b) Lack of Reality Based Comparison Model (97)
    c) Sense of Inadequacy from Idealistic Comparison (97)
    d) Magnification of Inadequacy Through Comparison with Consultant (98)
    e) Lack of Awareness of Quantitative Differences in Professional Competence (99)
    f) Lack of Program Comparison Criteria (74)

15. Measures of Goal Success
    a) Assessment of Goal Achievement Through Student Records (119)
    b) Goal Affirmation Through Student Behaviors (51)
    c) Goal Affirmation Through Comments of Others (52)

16. Difficulties in Role Development
    a) Sense of Disorientation (24)
    b) Need for Orientation with Materials (16)

- c) Overwhelmed by Workload (19)
- d) Sense of Inadequacy in Program Implementation (89)
- e) Balancing Individual and Group Demands (90)
- f) Setting Survival Priorities (25)
- g) Concern with Immediate Needs (25)
- h) Feeling of Incompetence (41)

17. Role Development
    - a) Search for Own Pedagogical Focus (14)
    - b) Clear Focus of Program Objectives (18)
    - c) Development of Teaching Style Based on Student Needs (108)
    - d) Development of More Realistic Planning (71)
    - e) Realization of Impossibility of Idealistic Goal Attainment (72)
    - f) Confidence in Own Justification of Objectives (78)
    - g) Confidence in Own Ability to Meet Program Objectives (79)
    - h) Ability to Focus on Main Objectives (81)
    - i) Non-judgmental Problem Solving (84)
    - j) Need for Physical Orientation (4)
    - k) Conscious Focus on Priority of Relationships (20)
    - l) Clear Sense of Own Priorities (21)
    - m) Setting Basic Curriculum Priorities (22)
    - n) Change in Perspective of Planning (32)

18. Pedagogical Awareness
    - a) Pedagogical Awareness of Student Needs (26)

b) Awareness of Alternate Strategies for Assessment (28)

c) Pedagogical Understanding of Students (29)

d) Pedagogical Awareness of Student Perceptions (36)

e) Pedagogical Awareness of Student Relationships (40)

f) Organization Based on Student Abilities (92)

g) Awareness of Pedagogical Interdependence (106)

h) Awareness of Importance of Planning Flexibility (125)

i) Awareness of Student Need for Encouragement (53,54)

j) Awareness of Student Need for Proximal Subgoals (55)

k) Pedagogical Awareness of Student Achievement (57)

l) Awareness of Student Strengths and Weaknesses (80)

m) Awareness of Student Need for Structure (82,83)

n) Awareness of Behavioristic Learning Process (85)

o) Awareness of Student Need for Consistency (86)

p) Awareness of Student Need for Certainty and Safety (87)

q) Relevance of Program to Student Needs (35)